

Discovering All About Things

HAROLD E. and MARY C. JONES

MERE child's play has become a by-word for the unimportant. In reality child's play is one of the most rewarding of human experiences, for through it the child first discovers the world of things. To see how children learn about things, we must begin with the baby's earliest days in the nursery. Certainly the newborn knows nothing about things. Nor has he any knowledge of himself, of his own body. External and internal impressions are confusedly mixed together with scarcely any beginning of classification.

In the first few weeks of life the child displays a number of fairly definite reflexes; a touch on the lips will induce suckling movements; a bright light shining in the eyes will cause the pupils to contract. But the most striking thing about the infant's behavior is not these specific adaptive reactions, but rather the prevalence of unspecialized "mass" activity. On almost any occasion, toward almost any stimulus, he is likely to exhibit a diffuse wriggling and kicking and thrashing about. This infantile way of responding must presently be replaced by a more discriminating and more specialized sort of behavior. Consider for example the baby's developing reactions to one of the standard Gesell tests—a red wooden ring dangled on a cord in front of the baby's face. At the University of California we have given this along with many other tests to a group of sixty infants who were brought into our laboratory at regular intervals. At about two weeks of age, the average child in this group momentarily looks at the ring, and at five weeks he looks at it fixedly and persistently. At three months he begins to reach toward the ring, and, if it is placed in his hand, he explores and manipulates it. Along with these specialized reactions we now note a quieting of irrelevant movements in other parts of the body. At six months he begins to reach persistently and soon his reaching movements become accurate and successful. At nine months he is able

to procure the ring by pulling it toward him by the cord. Meantime other refinements have appeared in his methods of handling objects. He rotates his wrist skillfully, he picks up things with his thumb and fingers on opposite sides (instead of, monkey-like, using the thumb as a fifth finger), he carries on his manual activities under the observant and discriminating control of the eyes.

This development of the child's behavior to a ring is, of course, only a very small sample of his whole motor and mental growth. He is, at the same time, building perceptions for hundreds of other objects, gaining an experience of colors, surfaces, dimensions and weights; he is acquiring an early kind of understanding of the uses and relationships of the things with which he comes in daily contact. Moreover, he now has some appreciation of the difference between his own body and the things outside his body, and between things and persons as such.

Psychologists have often asked the question: "To what extent is this growth of perceptions, and of motor dexterity and control, due to special training and practice received by the child? If the child were denied a variety of experiences and opportunities for training would the same growth occur anyhow, as a result of innate factors?"

Obviously, if a six-months-old child has never seen a milk bottle, he will have no special habits with regard to it; he will respond inaccurately to its weight and size, and he will be more likely to use it as a plaything than as a source of nourishment. But in a few days of repeated feedings with the bottle, special habits will begin to appear. The sight of the bottle will arouse adaptive reaching and grasping movements, the lips and tongue will prepare for sucking, and the salivary glands will begin to secrete even before the nipple has reached his mouth. In this case it is clear that the baby's modified behavior toward

the bottle has been learned as the result of repeated experiences. So also he becomes acquainted with and acquires adaptive modes of behavior through first-hand experience with a great variety of real objects—objects which he can reach and handle, lift and explore, and which will stimulate him through many sensory avenues. He needs the materials and the motivation for constructive play; his natural tendency to bring objects to his lips becomes unprofitable if he spends all of his time mouthing them. He needs to learn how things are used by actually using them, and he needs some occasional experience with error and with the direct consequences of misuse. The knowledge that scissors and knives are sharp had best come, at the appropriate age, from learning how to handle them under supervision, rather than solely from parental warnings.

The child needs, finally, to learn the names of objects. From the age of eighteen months onward, his knowledge of things, his effective discriminations, will increase rapidly as his words increase. This is readily seen in discrimination of colors. A child who can name colors will actually be quicker in distinguishing them—to himself as well as in talking with others—than a child who cannot.

In considering these suggestions as to the relationship between children's play and a developing knowledge of things, some psychologists will perhaps point out that what a child learns depends not merely on his opportunities for learning and on training procedures, but also very largely on the mental level which he has reached through innate growth.

There is of course some truth in this contention. If up to the age of three years a child has had no

experience at all with blocks and balls and other normal playthings, he will be clumsy and inept with these particular objects when he first encounters them, but his learning will be much more rapid than would have been the case twelve months earlier. But what a child learns depends not only upon his *capacities* but also upon his *interests*. It is true that opportunities for training through play may be neglected for a long period, and that the child's increasing capacity may presently enable him swiftly to make up for lost practice. But can we be sure that at a later time he will be interested in doing this? At four years the use of a hammer and saw may be a difficult, laborious and yet intriguing task. The child who is started with carpenter tools at an age strategically early, with reference to his interests, may slowly develop skills which will be of real importance to him later. If he is given no opportunity to use tools until the age of twelve, his capacity will enable him to learn with increased facility, but in the meantime his interests may have shifted very far from manual occupations. No doubt much of what we term a "natural" sex difference, in the matter of mechanical and other skills, is really the outcome of differing degrees of practice, and a differing development of interests, in the early years of life. (This possibility is examined in detail by Blanche C. Weill on page 75.)

In the course of time, with or without help, every child manages to achieve his own working concepts of the world about him. His parents can do him an inestimable service by selecting play materials and encouraging play activities which will aid the process of growth and the acquirement of knowledge about things and skill in their use.

Playing Together

The two-year-old and the five-year-old do not get the same things from being part of a group; yet to both the society of their peers is an education in itself.

CHRISTINE HEINIG

THINGS happen when children play together—things that are quite different from the happenings when one child plays by himself, or plays with an adult. Yesterday, for example, a few children were playing together with doll things. Suddenly

four-year-old Alfred came running from the group with crocodile tears streaming over freckled cheeks.

He was hysterically screaming, "Joanie won't let me be the papa of her baby! She wants Henry to be the papa of her baby!"

In the same group is a newcomer not quite three, a cherub to behold and naive to any world outside of one which gives him sugar plums. The hands of other children hold sugar plums that are new to him, in the shape of toys and playthings. He wants and he takes and in his wake he leaves an uproar. No adult can keep up with him and his mother is proportionately chagrined.

Or again comes the child whose parent has definitely gone about teaching him to share, trusting in barter and fair play. Laboriously she has given him such language patterns as "I'll give you a turn," "I'll give it to you later," "You can have it." Since he has been taught always to let others share his things, this child is easy prey for others in the group. His one technique fails; with astonishment on his face he stands bereft. He is "gentlemanly," "good," but with what unexpressed feelings of being wronged.

More Than an Anecdote

ALL these and others are found among children. To the sophisticated adult they offer amusement which too often ends for the child in contributing just another good story for the grown-up to repeat. The real problems involved make deep impressions in the child's consciousness, and their solution to the child's true satisfaction puts the most sophisticated adult to a test. In every "playing together," whether the group is small or large, composed of the socially select, or of the underprivileged, or healthily mixed, problems of a social nature arise.

These are problems that cannot be avoided. A child cannot be saved from participation in social conflicts. In fact it often seems much wiser to place him at an early age in a social group where he may meet social opposition. Through this face to face contact with his peers he will learn more of society and of what to expect from it than he possibly can through vicarious tutelage. All of what he learns will of course not be acceptable. The parent who has carefully protected her child from learning those behaviors which are taboo and then provides group play for him, finds herself somewhat bewildered when his first apparent signs of change seem to be a defiant "No," and increase in aggressiveness or, worst of all, bad words like "Naughty boy go home!" Why these social indiscretions are worse under five than they are later is hard to tell, except for the fact that they may seem more of a desecration in the very young who have not yet been spoiled by a false code of social discretion. If while he is playing with his friends he is given the benefit of skillful adult guidance which knows when to intervene, explain and teach substitute

behaviors, the young child will have an unequalled opportunity to start out with social tools that will make his way easier.

The child under three prefers to play in the presence of others, but by himself. People for him are pleasant to smile at, to get things from, to be waited upon by, and agreeable to be with, if they leave him more or less alone. He explores and manipulates and fits and pulls and pushes anything he can clutch, being on the whole more interested in household things than in his own toys. He not only seems to have ideas of his own but prefers to express them, rather than to imitate or take suggestions.

By the age of three, however, a child has begun to be interested in people. He wants to be doing what other children are doing at the same time and with the same type of equipment. It is curious how he has no resentment against having another child draw or paint with him on his picture or add blocks to a pile he is already stacking up for his house. As long as the friend does not take his materials from him he is perfectly willing to accept neighborly advances. In his dramatic play too he has no very strong feeling for the division of responsibility. As long as he is being the engine man any one else is welcome to come along and be other parts of the train, or even other engine men. Taking turns or waiting for turns is very difficult for him. He is ruthless in his desire to have what he sees, using physical force as a quick and sure way of gaining his end. He has facility with language, of course, and speaks in complete sentences, but usually his language is not much of a social tool in his equipment. It is more a means of keeping in rapport with his social world and he uses it as an accompaniment to his activity. In a conflict the three-year-old is slow and ineffective if he tries to *talk it over*. A bite, a push, a pull or a running-away-with are all more satisfactory methods for him. The use of physical force at three is real. At higher age levels it is much more likely to be used as a feint. It is a method that young children seem to understand among themselves and, in spite of what adults may think, it is for them often a quite fair and desirable way to solve social problems.

Getting Together

CHILDREN under four do take part in a loose form of cooperative play. A leader frequently arises who dominates a small group of children who play at the same pace, who have had a few experiences in common, or who have ways of mutual understanding. Each member of the group, however, is still to a great degree an individual and carries on

his play as such. The leader dominates simply by having an idea and expressing it in a way that seems to suggest to the others that there's going to be some fun. If he says, "Shall we play house in here?" his little gang agrees and brings along perhaps anything each one has been playing with. Then ideas are exchanged quickly—"This is the seat," and "This is the baby," and "I'm making tea," and "I'm to open and close the door." And house play is on, no one child much concerned with the others' contribution, but each one happy to be *together*. The project is temporary. If someone should suddenly be reminded of a boat ride on the river the very house with but a word becomes a boat with the same crude pieces of equipment.

Let's Pretend

GAMES or dramatizations that assign parts to certain individuals, such as "You be the papa," "You be the mama," are usually more common among children who are over four. From four on children seem to gravitate toward organization in their play; gradually the amount and kinds of material necessary dwindle until at nine or ten years their activities are almost entirely concerned with people, with only here and there necessary equipment.

Playing together in the early years has its problems—in the city, of how to get play groups, and in both city and country, of proper guidance. A lack of obstinacy or opposition in a child of two or more is considered an unfavorable indication for his later development. Early obstinacy is his expression of the discovery of himself. He is realizing his self as an ego separate from what perhaps had seemed up till now a composite environmental whole. He needs wise guidance at this stage of his development to avoid becoming really and fundamentally obstinate. If we find a young child entirely unable to adjust to the opposition of others, we are almost as concerned about his future development as we would be if he showed no obstinacy whatever. The child who fights and won't try language, the child who retreats and won't fight, the child who gives in, the child who always comes for help without any self-reliance, the child who always dominates and never follows—all these and an infinite number of other kinds of behavior need adult help.

Who is wise enough to point the way for children when they cannot solve their own social problems? It requires someone who has done some social thinking himself, someone who sees squarely the underlying issues, someone who can react quickly in a situation and can state it to the child so that the ensuing indoctrination will be free of petty social codes of

propriety and prejudice. This guide also must be sensitive to the inner workings of the child's consciousness, if he is to be a sympathetic counsellor who can see through the child's eyes and feel as he feels. This ability should be found in the mature, the emotionally sound and thinking adult, and perhaps ideally only these truly mature adults should have the care of children who are in the sensitive stages of building personality and character.

It is not only in the nursery school or play group that children challenge the maturity and balanced wisdom of their elders. However important we may all grant it to be that teachers shall have achieved a certain amount of poise, it is a quality still more important for parents. The spirit of his home is about a child twenty-four hours out of his day, and whether they are actually with him or not, the influence of his parents is determining to a large extent what he shall do and what he shall be.

Learning to Face the World

THE young child is social, is frank, is truthful and above-board. He is going to develop according to how he finds he is received, and society will be his teacher. In it he begins to manipulate, explore and re-create his material world. He is going to resist a social world that obstructs his freedom. How he reacts when he meets these oppositions, what attitudes he builds, and what habits he forms, what controls he establishes and how he gets his just satisfactions—all these vital adjustments will be determined by the interplay upon his personality of four external forces. These are: contacts with his peers; the wisdom and insight and breadth of vision of the adults who care for him; his material environment; and the system of mores he is destined to inherit.

How much can be done to shape or even modify those social conventions which for the young child seem undesirable is perhaps questionable. More of them would doubtless be sloughed off if the motives for behavior were understood and if adults were able to be discriminately tolerant. Child guidance by understanding and informed adults, as demonstrated in nursery schools, is as yet reaching only a chosen few. Opportunities for children to play and work together can certainly still be supplied by parents who are convinced of their importance.

If he is to be adjustable and discriminating and able to withstand the vicissitudes of an unpredictable and insecure social world, then it is especially desirable to begin early in helping him gain certain fundamental securities in relation to himself and to his fellows.

The Child and the Play World

As a peculiarly vital part of childhood experience, play has a unique place in the school day.

ELLEN STEELE

WHAT is the significance of play in a school which begins its education of the younger group through play and in which this absorbing activity continues to be an important factor throughout the school life? First of all, I feel that play is an important method of living and learning. This must, perforce, be neither frivolous nor irresponsible activity, or we could not call it education. Play to the educator is not simply joining in games, nor relaxing, nor actively amusing oneself, nor frolicking, nor making a dramatic representation, nor becoming stimulated to the point of excitement.

To the child, as to the primitive, it is a psychological and biological necessity of growth. To the artist it is the method by which he lives and creates from his life experiences. To the child, as to the artist, play is his subjective relation to the objective world and is an essential element of human growth. An individual has experiences in the outside world, absorbs impressions, forms images and incorporates information. In turn, he re-creates or re-enacts or expresses those images to his own emotional satisfaction. To the child this process is play; to the adult, working creatively. With the child, his expression is muscular and through materials, his concepts transitory, and his emotional satisfaction immediate; the difference between him and the adult artist lies in degree and purpose, with always growing concepts, with constant struggle to attain expression, and more or less remote emotional satisfaction. A recognition of this in education leads the individual through a two-ended living process—on the one hand, adventure and experience in the outside world; on the other, a chance for re-living and re-creating his own experiences in school.

Why is it necessary for the young child to live and grow through such a process? The very young child finds the world enormous and exciting. But much of his experience in the big world outside himself can only lead to a sense of his own inadequacy and limitation on all sides. In response to this he sets up a world of his own fantasy through play,

within his own scope, in which he may feel a sense of power and compensation. Primitive man, dominated by his fear of the forces of nature, lived through a similar process. In tribal dance or ritualistic religious performance, his desires were expressed. He wished to placate and win the favor of the great forces—the Wind, Sun and Rain. To dramatize the Sun — His rays, His power — through dramatic, rhythmic gesture, might call down warmth upon the newly planted seeds. Thus was the primitive's experience with the sun re-enacted and thus expressed his desire to gain power over the strange, inexplicable world of nature. So also the child, in his play world, finds satisfaction and control over his situation. Educationally speaking, this process implies a growing understanding of and adjustment to the real world as it is today.

The question might arise, "Isn't there a danger in allowing a child to dwell in a world of fantasy?"

The answer is that every child is building his own make-believe which is important in living through his immature stages of growth. To be sure, there is a danger where an individual uses his world of fantasy to escape too much from the real world, but this is an abnormal phase of an otherwise normal outlet. The growing-up process might almost be described as the transition from building a world to fit one's own desires, to understanding the world as it is and accepting its responsibilities. The normal child, secure in his home and school, will keep the "make-believe" in balanced relation to the real.

The use of fairy tale and folklore in homes and schools has always implied recognition of the young child's interest in the purely imaginative. Strange as it may seem, our school does not use this important body of literature with our younger children because we believe that for the child the imaginary must start with the tangible. The content for the play world must be built from the real world. Fairy tale and folklore did play this role for adults in an earlier time. They explained the world and expressed it in

fantasy to the satisfaction of the village folk. But the child is no longer related to fantasy when its content is so far removed from his own life that the make-believe is only strange and overstimulating. What he needs is its method. He must play an active role living out, expressing creatively, his own relation to the world around him—not that of medieval village folk. It is the *process* that is his psychological necessity. Feeding him traditional fantasy may only stultify his own imagination.

Another important educational aspect of play is the reality of the social life children lead in sharing play and play materials. If it is true that the imaginative world is as real to the child as the real world, then, in his play world, does he find his first opportunity for the give-and-take of social living. In play social needs are concrete and simple. There are material and equipment to use together, space to share, turns to take, and respect for each other's product to learn.

Growing Toward Integrity

BUT important as it is, this social aspect is secondary to developing one's individual experience. In play the child's purposes are his own. The information used is what he has incorporated, it is his own conception and not an imitation. Where it is imitated it is not play in the creative sense. The principle that there must be an interrelation between the experiences of the individual and his expression is of first importance in any creative work and supersedes all external consideration of product. In schools we have erred greatly in holding up outside standards to children and in bidding for comparison with others. In play and in creative work this superficial approach is dropped and we look for individual integrity above all other values.

The relation of materials and equipment to educational play is also very important. The child's active use of materials with which to construct to his own purposes is the determining factor in our selection. In the school, blocks, large and small, wood, tools, work bench, clay, all kinds of paper, paint, crayons, dolls that can be used for many purposes, and other simple plastic materials, are put in the child's surroundings. The modern mechanical toys, which are so attractive from an adult level, are too realistic and rob the child of his power to conduct the imaginative activity himself. Into a preschool group, which had been carrying out very fine train play with floor blocks, using a simple double block arrangement for an engine, and building tracks and signal lights, stations, and other constructions that showed definite information and good planning and thinking, James

and his mother brought an enormous and expensive mechanical engine, ten or twelve inches high, with a ringing bell, headlight and all details complete. It was interesting to see the children's reaction. They stood around and looked at it, touched it, pushed it across the floor, and then they all acted overstimulated and disintegrated. It aroused no genuine interest in investigating the facts of trains and transportation in their own neighborhood. Too much information was hurled at the children from this realistic object. There was no need for them to pretend and enter absorbingly into constructing trains. It was all there before them and all activity was paralyzed. Boredom ensued and the teacher had to step in with vigorous direction to bring back concentration. Because his imagination must be busy with supplying the details, a block for an engine, a stick for a horse are more real to the child than the most perfect mechanisms. With these simple materials action is free to move from one situation to another with the lightning speed of a child's imagination.

Any effort to make a good case for play and to prove it the highest type of intelligent living and working, makes one aware of the many different attitudes toward education. It seems to me, frequently, that the parent's view of the child's education is largely one of training him in techniques along specific lines. These techniques the parent conceives as "giving my child advantages." What do such advantages mean educationally? A technique is a skill in the management of or power over some external object or situation—a tennis racquet, a paint brush, a multiplication table, and so on. The skill may be muscular or intellectual, but, nevertheless, it is a training in manipulation to meet specific ends. This is a fair ambition on the part of parents and a necessary part of education. Where do we differ? Simply, we take the technique when the child is ready, train the muscles when the muscles can respond, develop the skill to manage the object when the management is no strain.

Premature Techniques

A FEW days ago a mother told me that her son, at the age of three, had started riding lessons and had been so appalled that, for years since, he has not been able to overcome the fear of horses. The management of a horse is a technique. A few years' delay and the child would have been happy in learning. Many times over have I seen music completely removed from the future life of a child, both by starting him before he is ready and by forcing him when he is in a negative attitude. The ill advised beginning

of techniques also frequently crowds out some other phase that belongs to the child's life at the moment. I recall a five-year-old girl whose mother set little value on constructive play. A day in the child's life was a series of appointments, in which adults endeavored to instruct her in one technique after another, including lessons on the violin which loomed high in the mother's hopes. What was the result? Not much music, difficulty in the management of the child, and lingering infantile expressions along other lines.

One principle seems safe to hold with regard to training in techniques. Parents and educators should have patience to let children live through the normal rungs of growth. Through study, through play, through just growing older in a social group, needs

arise for all kinds of skills and when this moment comes, if a child is not harassed, he, himself, attacks the technique earnestly and practices until he meets requirements that somewhat satisfy his own purpose, if not those of the parent. But by overemphasizing techniques, the child's life is organized for him—what he shall be is planned and determined by parental desire and the child as he really is may become completely submerged.

The great hope for the future lies in the coming together of parents and teachers to build a consistent set of influences in the child's life. Our interests center on the child. The next step points to the necessity of dovetailing our interests and our methods and making his education a partnership job.

Versatile Play Materials

Things of the earth have a primitive and universal appeal to children which city dwellers can ill afford to undervalue.

CORNELIA GOLDSMITH

CHILDREN want a challenge in the materials they handle. They do not want inevitable victory any more than they want inevitable defeat. They sense through their growing fibers, if not through their conscious minds, the value of effort. Their intellects and their bodies crave a constant trying out for their own inner satisfaction, a constant measuring of themselves and their powers against some difficulty—over some hurdle.

Do children need toys for this adventuring—and if so, what toys? The consensus of opinion seems to be that toys should undoubtedly be a part of every child's life. They should suit his age and his interests by being attractively and sturdily made, constructive in design and stimulating to the creative and manipulative faculties. They should be completely safe from the point of view of health and hygiene; of appropriate weight and size. Every aspect of his play needs is being reconsidered from the point of view of his physical, mental and social well-being.

All the new data that is being gathered encourages the toy makers to produce a bewildering array of wares. Their ingenuity is taxed to the utmost. The terms "educational toys" or "constructive toys" have become legitimate selling points that attract scores of

buyers. Yet, with many toys carefully and intelligently planned and well arranged on open shelves available to them, children will nevertheless go back to what I like to call "the eternal verities" in play materials. Just as the children of their more primitive ancestors used sticks and stones, sand and water, so children of today are still drawn to them as to a magnet. There is a universal appeal in sand and gravel, water and mud, clay and sticks that attracts children regardless of age, sex or nationality. Here lies intrinsically some of the nourishment necessary for their growth. These materials need not be "sold"; they sell themselves direct to the ultimate consumer, the child. Leave a child within reach of a mud puddle and what happens? Inevitably, they come together! And judging by the child's expression and his resistance to removal, he finds some great gratification in his play there. Why is this? What is he getting out of it? How is it that he will discard so many of his store toys—the symbols of our modern civilization—for water, sand and clay which are so irresistible?

To begin with, he feels their primitive, eternal, rugged quality. They are real. They cannot be broken or worn out, nor is the supply ever exhausted. Besides being indestructible, the possibilities for their

use are infinite. They do not make any specific requirements of a child. They do not demand any immediate civilizing accommodation on his part. The child's manipulative curiosity is answered directly at his own rate, according to his own concepts, neither too simply nor too elaborately. They provide infinite variety and infinite recurrence. Here is both rhythm and challenge! But the source of the challenge lies within the child as much as the material. In other words, the material invites him to do those things which he feels ready to do. It does not dictate. The scope is wide and he can exercise his own choice. This makes for increased creative power.

An Inexhaustible Store

Does the adult who is a sculptor exhaust the possibilities of clay? The American Indian used sand pictures as the means of expressing his deepest symbolic imagery. The cave dwellers built their homes out of stone. There is something elemental and timeless in such mediums as these. They have a versatility, innate in their very structure, that makes it possible for children by themselves or in groups, younger or older, to achieve myriads of answers to their quests.

Then too, children, who live through their senses so much more fully and freely than do we, get keen gratification from the earth and things earthy. The smell and touch, the sound and taste of things matter. In fact, many of our presentday store toys are substitutes for these natural play materials. The impulses of digging, molding and splashing are recognized by the presence in every toy shop of water toys, sand toys, hoes, spades, shovels, soap bubble pipes, plasticine and a host of variations. Building blocks are undoubtedly substitutes for pebbles and stones. The well known jungle gym has been consciously devised as an apparatus to be substituted for trees and tree climbing. The swing was originally a grape vine. In the country, children will make patterns with berries and leaves, just as in the city they use beads and paper for creating design. Pegs and the peg board are a substitute for sticks and mud.

It is hard for adults to realize—in the midst of their adulthood—how long it has taken them, as individuals, to become mature. It is even harder for the grown-up to realize fully how many centuries it has taken man to acquire these first vestiges of civilization. We are unwilling to grant to our children time for growing up. The child is born with primitive impulses and instincts. His roots go far back into the past history of the race. Shall we and can we safely and wisely speed up the civilizing processes of

education? Is it possible actually to accomplish this civilization during the early years of child life, or do we, as the result of such an effort both in our homes and in our educational systems, merely veneer the child with a rather ill fitting and inappropriate external garment? Can his growth be hastened without sacrificing something of the human vitality and innate power, and is there any value in this early, hurried, civilizing veneer?

The young child arrives in this world with invaluable assets, to many of which we would do well to give more growing room rather than to crush or sublimate them too soon. In his simple, direct and perpetually curious way, he looks eagerly to life for the materials of learning. His senses seek the opportunities for experimenting and re-creating. He has a great manipulative curiosity. When he can follow this drive, learning inevitably follows. In such learning there is nothing artificial or external. It is vital. But the child must have versatile materials with which and from which to learn.

A Plea for Simple Things

In our new awareness of what it means to be a child, we are becoming more and more conscious of the importance of play materials in his early development. His physical environment is a challenge to his powers and is one of the determining elements in deciding what the nature of his growth is to be. Parents and teachers are becoming increasingly thoughtful and careful in their choice of equipment for the young child. Every aspect of his play needs is being reconsidered from the point of view of his physical, mental and social well-being. But because we are giving it so much thought, is no reason for making it complex.

In our too much restricted, too much civilized presentday city life for children, I want to make a plea for more of those play materials which offer the qualities of flexibility and versatility in their use. It is better to give children paper and paste, scissors and cloth, clay and sand, crayons, paint and chalk, wood, nails and tools and appropriate blocks than mechanical toys and ready-made games that a child plays with until they are broken and then discards. Materials that are not only wide in their appeal but flexible in their possibilities for use, dynamic rather than static, responsive either to the factual or the imaginative impulses, simple and primitive rather than elaborate and overcivilized — these give young children not only the rich heritage of the past but also valuable tools for many sided, independent, vigorous and satisfying development.

Is It for a Boy or for a Girl?

Are there sex differences in choice and use of play material? Research gives no positive answer, but points out how strongly and how early convention colors children's likes and dislikes.

BLANCHE C. WEILL

WHEN anyone is about to choose a plaything for a child, two major questions are apt to decide at which counter to buy the toy. One is, "How old is the child?" The other is, "Is it for a boy or for a girl?"

The implications are, of course, that age and sex are the determining factors in what a given child likes to play with. How far is this true? Up to fairly recently, ordinary observation and opinion assented to both implications. But since psychological research has entered the field of childhood development, we are trying to hold in abeyance both casual observation and opinion until verified; this takes painstaking research among sufficient numbers of children and with precise enough methods to satisfy the criteria of modern science.

The relationship between the child's age and his interest in various play materials has been studied sufficiently so that fairly definite data are available as to the part it plays in the choice of playthings. Age clearly does count.

When it comes to sex differences in the choice of play material, we have much less in the way of research. In a series of studies carried on in the University of Minnesota* there seems to be some evidence that boys, more than girls, tend to choose play material that offers them use of their larger muscles, and that when they do join in domestic games and use its appropriate play material, they take the aggressive or masculine roles, such as father, doctor, storeman, electrician, and so on. But it must be remembered, first, that the number of children observed was small; second, that the period of time for observation was very limited; third, that there was an astonishing amount of overlapping of activities among the boys and girls, and finally, that the teachers were observed making suggestions that tended to push the girls toward and the boys away from domestic play. The students, therefore, were chary of making generaliza-

tions and used only tentative expressions in summarizing results. They were also careful to call attention to the way the teacher was suggesting to the children the activities she thought suitable, suggestions which may have been due to her own unconscious prejudice that boys must play differently from girls.

If children themselves have any such notion, it will, of course, vitiate the most elaborate and careful research. And unfortunately it does seem impossible to observe children, even in nursery schools, young enough to have entirely escaped the belief of parents, nurses, outsiders, expressed in words, in tones or in movements, that girls don't do certain things, and boys do. Even in primitive societies, dolls may have been given girls and kept from boys. The finding of dolls among living and prehistoric primitive tribes shows how old is playing at family life, but is no argument for intrinsic sex differences.

Say that, on the basis of research, we accept as a fact that there is a sex difference in responding to the ordinary stimuli of our surroundings (this actually being as yet unproven), how far are we forced, in all fairness, to consider that difference intrinsic, a genuine sex difference, and how far may we question it as being the result of suggestions from the environment, and not intrinsic at all? In other words, how far is the sensitive baby mind influenced and molded by the attitudes, the tones, the words and the actions of all the people with whom he comes in contact during his first months and years?

To put it more concretely, take a family where the parents conscientiously believe that they should not warp their children by forcing upon them their own preconceived ideas. There are two children, a girl six and a boy four. The boy has always been more demonstrative and "cuddly" than the girl. He has always tenderly tucked up dolls and plush dummies and kissed them good night. The girl cared little for dolls until she was four and a half, when she became a devoted, if occasionally severe, mother. At nursery school, she took to carpentering like a duck to water,

* Foster, Josephine C., and Marion L. Mattson. *Nursery School Procedure*. D. Appleton and Co., New York, 1929.

reveling in airplanes and boats, and finally coming to beds and an original and elaborate doll house she planned herself. Both children like wagons, but when a guest arrived with a doll for the girl and a milk-wagon for the boy (they were five and three at the time) the gifts were promptly interchanged, to the visible consternation of the father, who felt, especially in the presence of the guest, that this showed unmanly weakness in his son. This in spite of the fearlessness, the vigor and boyish strut of the little chap.

Though this father believes in equality as between boys and girls, he constantly makes more or less cautious efforts to change the side of Jim Jr.'s nature which expresses itself in domestic play. Grandmother, on the other hand, is unconsciously trying to develop "the perfect little lady" in her granddaughter. Friends, nurses, shopkeepers, street car conductors are meantime constantly making remarks that little ears are quick to hear and sensitive minds register forever.

The choice of materials and their uses as observed in the nursery school or recorded by mothers, cannot be taken unquestioningly as indicating original inter-

ests unadulterated by all these more or less subtle forces. Thus any observed sex differences in choice and use of play material—though true for particular children observed at a particular time—need not mean that these are inherent. Rather, it may show that such differences as are observed have been developed through the pressure of conventions that push the girl toward dolls and quiet play, the boy toward engines, wagons and games that tend to make him more aggressively "manly."

The present writer's observations (not elaborate enough to constitute a research, and therefore to be considered still in the realm of opinion) lead her to question whether there are many actual sex differences in the choice and use of play material. For those which we observe among young children may well be due to the subtle effect of suggestion. By the time a boy or girl is eight years old, the pressure of our civilization is strong enough to account for many marked differences which may be entirely, or in large part, responsible for the popular belief that dolls are for girls and engines for boys.

For the Fun of It

Though the needs of the six-to-ten-year-olds have been more or less neglected, they make the most of whatever is at hand for both work and play.

MARION PAINE STEVENS

THE scene is in Central Park on a fresh Saturday morning. A group of shabby little boys, perhaps nine years old, have gathered by the water's edge for fishing. With mud and rocks they dam up two pools and proceed to fill each with tiny fish. Certain boys build the pools; others catch the fish, using sticks, pieces of cord and bent wire.

These boys arrived on the scene, each riding up in his own homemade coaster made of a grocery box and old skate wheels. Inside the grocery box is a smaller box filled with wire and small tools, for there seems constant need of tinkering and repair work on the coasters. Each coaster is gaily painted. Some have large numbers on the front. At frequent intervals the boys leave their fishing and coast down hill on the cement walks. They are a busy and happy little group.

Plodding along another walk a beatific small girl of eight was observed on stilts which she had fashioned herself from two large cracker cans turned upside down. "We all make them," she explained kindly. "You just punch holes in the bottom and put in some elastic to hold your feet"—and off she lumbered on her travels.

These little pictures are not given as an argument in favor of meager play materials. For although it is true that children often develop ingenuity through lack of equipment, this is no argument for unnecessary paucity, especially in an environment so unfavorable for children as a city apartment where everything possible should be done to broaden play life. What they do illustrate is how in the six-to-ten age period work may stimulate play, and, equally important, how play may stimulate work. This duality begins

to stand out as soon as children's manual ability enables them to "make and do" in a manner satisfactory to themselves, usually at about six or seven.

Toys and play materials for the very small child are at present better understood and more wisely chosen than those for the older child. The parent who would not think of a wind-up mechanical toy for the three-year-old will blandly buy for his eight-year-old its equivalent, the elaborate electric railroad, needing little but to press a lever, and requiring no ingenuity. Simple electric material to put together himself will give the boy a chance to solve his own difficulties and do his own wiring, and this equipment can be added to as needs appear.

"His father enjoys the electric railroad more than Jack does. He spent all Christmas afternoon on the floor with it," has been the candid report from more than one home.

Even the camera, which at first seems an ideal gift, appears on further study to be scarcely more than a mechanical toy, unless a child is old enough to handle it alone and perhaps develop and print. He may snap the shutter, but some one else does the real work and hands him the completed pictures in a thick brown envelop.

Suiting the Activity to the Child

OFTEN a child does not get much joy out of his leisure because he is spoon-fed when he needs maturer fare; more rarely the reverse is true. One reason why so many children read too much at this age is that their play materials are unsuited to their needs. For the same reason boys of six and seven appear to enjoy football practice, though we may hold ill-advised play group leaders partly responsible for this premature interest.

What shall we substitute for the sand pile, the blocks and transportation toys of the earlier level?

The principles are the same—suitability to the age and type of child; practicality in the home or playground situation; variety without overabundance; material for both active and quiet play; material for both social and solitary play; and a supply of toys and play materials of the do-with type which have many stimulating possibilities. To these should certainly be added economy, full value for all money spent. Nor should we depend entirely upon children's choices at this period. The boy who was taken to Woolworth's to buy whatever he wished, and selected two pairs of handcuffs to play "cops and robbers" needed guidance and suggestions quite as badly as a younger child. Letters to Santa Claus give valuable clues, but should not be regarded as mandatory or all-inclusive. Per-

haps the gift which will be enjoyed most is one not even thought of until supplied by a more experienced adult.

We take games and books for granted, as well as equipment for hard big muscle activity, such as skates, bicycle, tennis racquet or parallel bars. But in addition we should give special thought to suggestive materials which demand what might be called work-play activity.

A Word to the Wise

OF these there are many; to cite a few: Erector and Mechano sets; cooking and house-keeping materials such as pyrex dishes, a cook book, an electric iron, or a hand sewing machine; a usable tool kit or electric kit;* certain materials for warm weather activity, like a pocket compass, fishing equipment, a rucksack, or a light camp cooking outfit. A cash register, a conductor's punch and some toy money will stimulate all sorts of activity for the six- and seven-year-olds. If the girls are not yet qualified to make curtains for their room, they will enjoy making curtains for a play house or for their toy cupboards, but a sewing kit must be especially assembled in order to get the coarse thread and large long-eyed needles which this age requires. Miscellaneous home discards are also of real value in a child's play life—candy boxes for little doll furniture, scraps of cloth for dressing the dolls, grocery boxes for bookcase, old magazine pictures for a scrap book, a carrot or sweet potato for a window garden.

A stamp album with a few stamps and a small magnifying glass through which to study them may start the eight- or nine-year-old on a trail which will last his lifetime. A pair of field glasses and a bird book may open up an interest in the study of birds, though these last two interests, like many others, usually need adult help and companionship at first. Indeed the interests and hobbies of the grown-ups in the home are the best possible introductions to these delights, if the invitation to share is persuasive.

Such materials form a natural bridge between the toys of the younger child and the hobbies of the adolescent period. It is not chance that some children have many interests, while others cannot interest themselves in anything more active than a movie. Parents and educators alike should bestir themselves to study the special problems of the six to tens in their cramped city environment, and help them to apply their skill not to dead-end occupations but to meaningful and expanding interests.

*Industrial Arts Cooperative Service at 510 West 121 Street, New York City, has splendid ones which we can heartily recommend.

Digging and Building

*The joy of doing is more important to children than
the end result of the thing that is done.*

JOSHUA LIEBERMAN

A SUMMER storm was threatening when I sat down to write this article. While I was considering which of many observations of children at play would best illustrate a point I had in mind, the storm broke. The downpour was so heavy that it flooded the roadway, and I found myself daydreaming about the puddles. Childhood memories of flooded village streets crowded fast upon each other.

As if in response to my mood our younger campers came trooping down the road. Clad in rubber boots and raincoats, they splashed through the puddles. Gleefully they marched up and back and followed each other around. Soon one child found a few boards nailed together and hauled it in for use as a raft. Several ran to the workshop and brought out miniature boats they had made, and set them afloat. Before long the water ran off and they trudged their way to other realms of adventure.

Later in the day the storm returned and this time lasted for a sufficient length of time to keep the puddles supplied. When the intensity of the rain lessened I saw the rubber booted army returning, this time with rakes and hoes and spades. Soon a drainage system from puddle to puddle was in the process of being dug. Filling at certain points, ditching at others, the raincoated figures worked with great intensity. When the last puddle vanished there may have been regret, but it was more than compensated by a happy sense of achievement and power.

Do children love to dig? We don't have to search far in our own memory or look far afield to prove that they do. In the proper environment such activity needs no encouraging. It is as spontaneous as any other play, and if not discouraged becomes a great source of satisfaction. One of the sand bars on our camp site is almost entirely covered by the high moon tides twice a month. At such times we always find the children ditching and digging, directing and re-directing the tidal waters. With the sand the children construct tunnels and bridges, castles and towns. In a clay hillside the children frequently build caves. In the woods about the cabins they build rough struc-

tures out of sticks and boughs. In moss covered spots they build tiny villages and garden estates out of bits of bark and twigs, and pretend that the miniature pines and spruces scattered among the mosses are their woodland.

It is evident even after brief observation that these activities serve largely as emotional outlets and for the working out of fantasy. Camp directors and teachers who are not aware of this, but sense the children's interest in digging and building, frequently attempt to incorporate such activities in their formal programs. Much to their surprise, the children don't respond and even resist their suggestions. I have seen a teacher labor with her class in building a concrete model of the Hudson River, the children resisting all the time. And I have observed camp counselors trying hard to get children to help with the work on a dam and obtaining no response.

Why do these adults meet with resistance in the very activities that ordinarily fascinate children? One has but to see children stand open-eyed before any construction work to know that they would give everything for permission to lend a hand, and yet strangely enough they often refuse when invited to participate by those interested in their education. The answer is to be found in the adult approach. In every instance resulting in failure, so far as I have observed, the adults suggested the project and the children's participation. This does not mean that there is no place for adult advice, suggestion or stimulation in children's construction activity. And it does not exclude utilitarian values as an aim. I have seen children build small dams in order to create ponds and swimming holes, and adults cooperated. But the wish to build existed first among the children. An adult might have stimulated the wish. That, however, is very different from inviting the children to join in executing an adult plan, or suggesting that everyone work at a dam as "a nice project." Young children are usually not interested in the ultimate purposes of construction work. It fascinates them as play. A friend and I were at one time repairing a road and my eight-

year-old son asked to be allowed to help. After about an hour of labor we were hot and tired and ready to rest, when to our surprise, the youngster, who had been working very hard too, exclaimed, "Gee this is fun!" Some years ago I asked a group of children to help clean out a pool and found practically no response. Yet when I began working on my own, these same children begged to be allowed to help.

Even when projects of the children's own planning finally reach completion, their interest in their execution is largely of a play nature. I have known very few children under twelve who were motivated in their work by the thought of the later usefulness of their product. Usually every process in the construction job has to have play value or their interest lags.

But when the work in hand can lend itself to a variety of play purposes in its uncompleted stages, the interest span can be very long. A good instance is that of a cabin which some children in my care built one summer. The plan arose out of a group wish for a place in the woods "secret and all our own." When they had erected only the four corner posts, they immediately proceeded to play in it. The cabin was

for the time being as complete as they needed it. They did not have to wait for the finished structure to make use of it. They added to the building from time to time, but they could play in it while building it. They built a doorway before there were any walls, and were careful to use the door in going in or out. They built a window and looked in and out of it frequently while the walls were only partly up. They used the cabin for meetings and imaginative play daily during the weeks that were spent in its completion.

These children were under twelve. Older children are more likely to proceed in a workman-like manner, and the ultimate usefulness of their work can serve as a sufficient incentive. While their interest span is as a result longer, it is, however, not yet adult. It is, therefore, frequently necessary for grown-ups to indicate interest in the progress of the work, to give advice, and even help at the most difficult points, to assure completion of a difficult undertaking. It is important to remember, however, that the adult in these cases should serve the child's plans and interests, and under no circumstances take the project out of the child's hands.

"Children Are Like That"

Is directed play a contradiction in terms? The child's right to self-determination is at least worthy of consideration.

JOSETTE FRANK

NOT so long ago it was accepted that the child's training was his parent's business, his "learning" was the school's, but his play was his own. It was his own, not by any divine right but rather because it was the unimportant remnant of his activities, with which no responsible person was particularly concerned. With the coming of a new philosophy of education, however, the child's play has taken on a new dignity as one of the chief instruments of education itself. From this change of viewpoint both parents and teachers have come to regard play as their business also, with the result that children seem to be losing their last remaining prerogative—the right to their own way of playing.

Is there not some danger that in our new-found concern for the "educative value of play" we may fail to see the woods for the trees? What, exactly, do we

mean by play? We cannot safely circumscribe it by definitions, for play surely means different things to different people. But whatever may be its meaning, whatever its purpose and its values, is not the very essence of play to be spontaneous and self-chosen?

In a summer community, a number of parents organized a play group for their children, ranging from seven to ten years. The program was carefully planned and carried out by a well liked teacher, and on the whole the children seemed to enjoy the activities. There could be no doubt that this group successfully met many of the children's play interests.

It was not unusual, however, to hear a mother admonishing her seven-year-old, "You'd better stop playing now and hurry, or you'll be late for your play group." Or sometimes, "No, you can't play at home today—you have to go to your play group."

No room for choice or solitary play here! Play was where the group was. The seasonal change from school in town to vacation in the country had merely shifted the daily schedule from "compulsory education" to "compulsory play."

Toward the end of the summer the program of approved constructive activities and good physical education closed and the group ceased to function; but the children, as neighbors, continued to play together. Left to their own resources what did they do? To an adult interested in seeing what happened when "the lid was off" the outstanding phenomenon was that this group of children, most of whom have been brought up in the "modern manner," promptly divided itself into its male and female components—the girls against the boys. And this in a group where boys and girls had played together successfully all summer—under supervision! The girls took to trading squares of kindergarten paper, spent hours assorting and arranging their stocks, which were never utilized as the cut-out materials for which they were intended. Telling secrets—heretical as it may seem—was another of the girls' chief preoccupations, and next in choice came games of parchesi and casino. The boys occupied themselves with swapping treasures, quarreling about prerogatives, comparing their assortments of match covers, and generally annoying the girls whom they seemed to consider their natural enemies.

Food for More Thought

ONE cannot draw conclusions from these and similar isolated observations but one is set to wondering: What do children find in these seemingly "useless" ways of spending their free time—ways which certainly seem not to fit into any adult picture of "educative play?" And has spontaneous choice no values in itself? How far is the adult justified in directing all of children's play, however subtly, into more "constructive" outlets?

In the nature of modern living a certain amount of adult supervision of children's activities—including play—is inevitable. So, also, is a certain amount of adult help in providing the "makings" for children's fun—substitutes for the attic, the hay loft and the cellar door of our grandmothers' childhood setting. We cannot expect our children to play in a vacuum, such as most city dwellings and even many suburban ones suggest from the child's play viewpoint. We have to offer them not only some place to play *in* but something to play *with* (possibly, but not necessarily, ready-made playthings); and along with these at least a modicum of freedom from adult sanctions. In the old-fashioned family with its busy household such

freedom was a matter of course; it was a rare mother who had time to inquire at every hour what each of her nine children was playing at. Furthermore the large family, whatever its faults of exploitation of the younger by the older of its members, offered almost unlimited choices in the way of playmates. There was the group available when a group was wanted, and there was usually a like-minded brother or sister or cousin for chosen kinds of quiet play. In our modern family of two or less, and with our urban isolation from neighbors, we have also to provide our children with access to playmates—with some range of choice, not limited to those we adults would like to have them play with.

Putting the Grown-up in His Place

BUT all of this does not mean that we must continuously busy ourselves with our children's play. It is true that children like the company of adults for a variety of reasons—but rarely for *play* reasons. It is fun for the children sometimes to have parents make things for them; it is fun for them to make things *with* parents which they could not make without adult help. But it is not necessary for children always to be "making things."

Adults can contribute to children's play, but only rarely can they truly *participate*. Again, children may like to take part in adult games. There is a certain thrill in seeing their parents sometimes abandon themselves to play. For when parents, usually so busy with serious affairs, actually take time for the childish fun of games—running or jumping, baseball or skating—somehow their participation seems to legitimize play. Evidently these adults do not regard play as a "waste of time." But let us not deceive ourselves into believing we can be playmates to our children; normally their play is with their own kind.

Parents, especially the more conscientious among them, are often disappointed when their best efforts to keep their children's play "educational" seem to fail. The mother of a nursery age child, having provided her four-year-old with all the approved blocks in generous sizes recommended to suit his large muscle activities, was distressed to find him absorbed in the tiny wooden squares of his older brother's anagrams, painstakingly building these into miniature skyscrapers and train tracks. In a playroom full of the most approved preschool materials, these were his preferred playthings.

Again, children will want exactly what we least *want* them to want. In one household of confirmed pacifists a small son, well supplied with tools for constructive play, spends his allowance on all the varieties of toy

pistols. His one Christmas request is for a set of soldiers, and "a real gun that shoots." His games, when he is free to choose, are all of plunder and pillage and warfare. Is he simply rebelling against the rigid pacifism of the home attitude which bars out everything that suggests fighting, or is he expressing some personal or perhaps racial need which can find no other expression in his so tame existence?

The reverse of the picture is the mother who, from the keenly remembered pleasures of her own childhood, eagerly seizes upon her little girl's first expression of interest to buy her expensive fittings for a doll's house, and is then greatly aggrieved when the child's interest in these playthings fails to develop further. Many such parental disappointments arise from the fact that certain of the child's expressions of interest are hailed and singled out for encouragement, either because they tally with our own tastes and enjoyments, or because they seem to us to hold forth greater promise of "constructive play" than do others. In our haste to consolidate the gains, we rush forth to buy the accessories for this particular play activity, only to find sometimes that it soon gives place to some other and, from our point of view, less desirable kind of play. Perhaps we have hopefully overestimated the interest, or perhaps we have simply forgotten to allow for the limitations of the child's attention span.

Very often, too, we misinterpret the child's true

interest in what he is doing. One little girl persuaded a companion to walk two miles to a neighboring farm where, for the price of a nickel, a little boy would give them each a ride on his pony. It was, of course, a trip "without leave;" and the parents were worried by the children's absence. When they returned, however, and confessed the objective of their little jaunt, the mother of the principal culprit decided that since pony rides were so alluring, legitimate pony rides must be provided. To her surprise, her carefully planned visits to a friend whose pony might be freely ridden brought only an indifferent response. A nearby brook proved more attractive. Perhaps, after all, it had not been the pony but rather the adventure that had enticed these children two miles from home. Perhaps it had been the fascination of danger, perhaps the lure of doing what they wanted when they wanted. Or perhaps it had been only the urge to escape the eternal vigilance of adults.

One might go on citing countless examples of this perverse insistence of children upon liking to do the wrong things, or, at least, the unapproved. There are the "funnies" and the Merriwell books, for example, which even children well supplied with the best literary fare devour with all too evident relish. There are the collections of divers bits of perfectly useless trash, when obviously collections of stamps or nature specimens are more worth while. (Continued on page 93)

Hobbies for the Teens Age

The ability to amuse oneself is an invaluable asset in going out into adult life.

MARIE SPOTTSWOOD

AS in other respects so in the use of leisure time every adolescent is a law unto himself. Reading, dramatics, writing, sports, hiking, music, activities that give an opportunity to work with the hands—these and many others are to be found claiming the whole-hearted attention of both boys and girls from twelve to twenty. In fact, a list of hobbies actually engaged in by a particular group of these young people would be too long to reproduce here. If one asks a fourteen-year-old what he does in his free time, the answer may be both amazing and discouraging. He may know of nothing else to do except go to the

moving pictures or find some other vicarious means of entertainment. Let us not conclude that this young man lacks aptitudes; rather he lacks experience.

The comments of the boys and girls themselves and the testimony of mothers, fathers and teachers form the basis of the present discussion which is further limited to include only those types of interests available to any and every boy and girl.

Perhaps the most characteristic hobby of the teens age is reading, but many parents are not aware of how much their participation may enrich the reading experiences of adolescent children. Or so one boy

and girl feel about it. The boy, a sixteen-year-old, whose books are his choicest hobby, says that reading a good book might give him a few hours pleasure, but the books that really live and become a part of him are those which he discusses with others, especially with his parents. A girl of thirteen says that some of her greatest pleasures in books have been those shared in family reading out loud.

A teacher, who is also a parent, noticed that his children did not discuss certain books or happenings with him and upon asking why they omitted these particulars from their conversations he received this illuminating reply:

"Well, Father, we know exactly what you would say without asking you!"

And the implication was not complimentary! In thinking over the incident this father realized that he did, indeed, expect his children to like the things he wanted them to like and to enjoy the books he wanted them to enjoy. He is, however, sufficiently open-minded to "mend his ways," and there is much to be said in favor of any parent who maintains such a charmingly frank relationship with his family.

The Creative Spirit

A MORE unusual complaint came from a mother who objected to a teacher that her child spent too much time writing. "Writing what?" the teacher questioned. As far as the parent could discover, it was nonsense, but the young lady, aged seventeen, seemed much more interested in it than in preparing for her college board examinations. Let us hope she did not allow examinations to interfere too seriously with her hobby—she was writing poetry—and that her mother has learned the significance of what appeared simple, foolish and unintelligible.

The interest in writing manifested by many adolescents can be stifled easily by an unsympathetic attitude. Even good-natured ridicule from members of the family often prevents its development. A happier example of an interested yet restrained attitude on the part of parents is found in the case of a youth who particularly values his typewriter. He enjoys the privacy of his own desk and appreciates this consideration from his parents. As a consequence, they are frequently invited to criticize his work.

With no space and less money with which to carry out some of their own histrionic yearnings many adolescents content themselves with going to the movies or whatever is offered in the way of theatrical productions. Give them the opportunity to stage the performance themselves and they are not only happier but richer by far. In appeal partly intellectual, but

still more social, dramatics is one of the most popular of all adolescent interests. It is well worth cultivating for it aids in poise and self-expression and affords unlimited possibilities along other lines, particularly in the arts. One mother with something of a flair for the theater herself enlisted the help of her husband, and they, together with their daughter, made an effective theater out of their erstwhile unattractive cellar. The total expenditure (volunteer labor not paid for) was around ten dollars and the return on the investment, according to these parents, is enormous. This was the result of a dramatic club started at school. It is becoming an institution in the neighborhood and the cellar-theater is the meeting place for an enthusiastic group of teen-age actors, actresses, scenic designers and stage hands.

Any one who has visited Germany in the summer time must covet for American boys and girls the unusual advantages afforded even the poorest German youth in the way of traveling. Both boys and girls have the desire to visit strange places and have new experiences, but having in this country no such happy arrangement as those of the German Youth Movement to facilitate their travel, they sometimes run away from home. Although there is not always so violent a reaction to this urge, the "wanderlust" is present to some extent in all youth. Trips of exploration to a near-by mountain, lake or stream are within the possibilities of every group and the unfailing eagerness with which adolescents seize upon opportunities to go on such an expedition is indication that it is providing them with an appropriate means of satisfying this desire.

Psychologists tell us that the early teens—thirteen to sixteen—should be a time when the boy and girl are "exploring," trying out many things. Such hobbies as photography, wood carving, bookbinding, pottery making or clay modelling are enthusiastically engaged in during these years. After this period of "sampling" and trying out not only many activities, but also their own aptitudes, there comes a narrowing and deepening in adolescent interests. For this reason it is particularly urgent that a wide variety of contacts be provided in the early adolescent years. Usually the desire and the information regarding scientific experiments, shop work and the arts are gained in school; but parents who foster these beginnings by allowing further experimentation, construction and art expression to continue at home after school hours are the real persons to whom credit is due if the hobby truly enriches the child's life. While the "smells" that issue forth from her son's homemade laboratory are hardly pleasing, the mother of a fifteen-year-old boy has never complained, except once when the son and a clever accomplice were distressing a younger sister

and her playmates with clouds of smoke piped into their playroom by an ingenious device. The fifteen-year-old has, with his parents' understanding and encouragement, become more mature in his experimenting and spends his vacations at a scientific laboratory.

The Social Side

OF physical activities pursued as hobbies by all adolescents little mention need be made except to say that every boy and girl in the teens should find his own sport. From fifteen on the girls tend to drop sports as a hobby while boys grow even more engrossed in them, and teachers often find it is the parents who allow girls to lose interest entirely rather than encouraging them to continue it. A mother and father, having been properly scored for their negligence in this respect, discovered that several family skating parties in the evening did something for themselves as well as for their two daughters' enthusiasm for sports. Another mother found that by bringing more of the social aspect into sports her girls' interest was intensified. She provided light refreshments and a comfortable room to which the daughters might bring their friends, boys and girls, for an hour or so after the game, swim or what not. Often they danced a bit in spite of the fact that they had been exercising vigorously all afternoon.

Dancing is almost universally appealing to boys and girls. Though the problems it often raises lead into some of the most difficult social adjustments the younger and older generations are called upon to face, many authorities believe that dancing is not only wholesome but is one of the almost necessary outlets for boys and girls particularly in our modern civilization. These complex social problems have no place in this discussion, but we must recall in passing that mothers and fathers who dance with their children can be helpful in more ways than one. This is obvious with the boy in his early teens to whom the ordeal of learning to dance is almost too great for him to bear. But it is no less important in the more subtle guidance made possible by standing "with" rather than "against" their children.

In the early teens both boys and girls seem impelled to collect something, and the objects sought by them range from junk to first editions. With boys the interest in collecting seems more genuine than with girls, and tends to persist through the years; sometimes it is simply the collecting that continues, the items varying. An adult book lover confesses that his interest in collecting began with white rats, was transferred to postage stamps, cigarette pictures and, finally, to books.

Regarding the value of postage stamp collections, a favorite with boys, there is conflicting testimony. With some, it is engaged in more or less as a duty, a friend or relative having given the boy a book and a number of stamps as a beginning; with others the market value of stamps is the sole motive for collecting. On the other hand such a collection may be a truly enlarging experience and a source of much pleasure. A teacher, herself now a collector, admits that an English theme about a stamp collection by a fourteen-year-old boy aroused her interest. So wide were his researches that his father, whose assistance was enlisted, became impressed and has rendered the financial assistance necessary for the purchase of some much desired treasures. This lad, whose fine collection is valuable, would not consider selling it. He will, however, discuss it from any point of view, historical, geographical or technical, in so fascinating a manner that even grown-ups will listen to him.

Probably the most meaningful collections are developed as a result of a creative type of interest, such as collections of beautiful photographs or etchings growing out of one's own experiments in making them.

Emotional Antidotes

A TEACHER has expressed this view effectively in the statement that "perhaps the chief superiority of creative activity lies in the emotional release which comes when one plans something oneself and carries it out with reasonable success. . . . The youth of the land is largely engaged in competitive or stereotyped activity, and it is bored to death. Alcohol, jazz, petting and lavish spending are sought by youth made reckless by ennui. Real creative activity may not be easy to foster, but it is a more constructive and complete escape from boredom."

But why, you may ask, all this stress upon hobbies, which are, after all, secondary matters in a young person's life? If a layman's enthusiasm has seemed too great, let us go to the psychologist for an opinion as to the role of interests in adolescent development. According to Brooks, in his book on *The Psychology of the Adolescent*, a wide range of wholesome interests not only insures breadth of experience and of personality, but acts as an aid to mental health by providing for the youth some means of resolving the conflict of inevitable impulses and desires.

In so sketchy an account as this it has not been possible properly to evaluate various hobbies and avocations. The one point to be repeated again and again is that any activity carried on in the creative spirit is superior to all others in its ultimate value to the individual.

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

A child of four always balks at putting his toys away. How can this be handled?

In their very nature a four-year-old's playthings are wearisome to put away. Large numbers of blocks and put-together pieces will surely tax the child's patience when the only incentive is an adult idea of neatness and order. Since it is difficult to make of this anything but a necessary task, we will do well to treat it as such, and ourselves help the child to get it done as expeditiously and as happily as possible.

A boy of five likes to play with dolls but is ashamed of his interest because of the ridicule of the older boys and the comment of adults.

Since the need for the doll is very often a complex one whose roots we do not necessarily know, it is well for the parent to rid himself of any feelings about it one way or the other: neither to disapprove it as somehow less than "manly" nor to encourage it on the basis that it is especially desirable. In this way the child will be free to meet the outside pressure according to his need. A boy of five will very naturally come into contact with other interests, and as these come to gain prominence the need for the doll will sink into the background.

A six-year old has an ample and well equipped playroom, but is rarely willing to play there, insisting on hauling her toys into the living room.

Children sometimes feel that they are "missing something" when they are shut off from the adults, especially if there are no other children. The playroom has to be a place with a lure of its own, not a place of banishment from adult company. If the door is left open to keep the human contact, and if the child can feel free to come and go, he will usually go back to his playroom when he has satisfied himself that he is not isolated. It may be, too, that we can

help to center his interest there by getting him started on some enterprise the beginnings of which need adult help. But also we must keep in mind that a six-year-old is beginning to need wider horizons than the best playroom offers.

In a group of six- and seven-year-olds who play together constantly, a certain child always dominates. This leads to quarrels sometimes, but more often the others acquiesce. Should adults interfere to keep the play more equitable?

Children will accept the domination of a playmate in the group provided there is enough in it for them. If they acquiesce it is a sign that they are deriving some kind of satisfaction from the play. Just as soon as the domination reaches a point where they are not getting this, the group will do its own correcting.

When a certain plaything is the fad of the moment in a neighborhood, and a child begs for one, shall we give it to him even if we question its play value?

The child's strong desire to be like the others expresses a very real need for "belonging" to the group, and this should be met wherever possible. Anything which makes him stand out as different is likely to be painful, to a degree which varies, of course, with the type of child. If the toy in question is harmless, and if we can afford to get it for him, why not? But if it is something which we have good reason to believe is harmful, or if for other good reasons we find it unwise to give it to him, he must be helped to understand these reasons and to face the necessity for being different in this respect. This will not be so difficult if we have not already made needless issues of this kind, and if in most other respects he can conform.

A boy of ten wants an electric train. His father wants to give this to him but his mother believes it may lead to too much indoor, non-active amusement to the exclusion of more creative activities.

If the boy's interest is a real one, and if he has ample play space in which to set up train equipment and leave it set up, the electric train and its accessories may become the center of much valid dramatic play. It offers opportunity not only for solitary play, but also for cooperation with playmates. Unless some health reason makes extra time out-of-doors urgent, the boy will divide his play naturally.

What about a boy of twelve who withdraws from the rough play of his fellows?

Very often this kind of withdrawal is due to some feeling of inferiority. Certain children have simply less ability than others to master the skills involved in boys' games. If this child is being placed in play situations with boys bigger than himself the adjustment might be made by a change in his play group. If an ineptitude for athletics is causing the difficulty he can be helped to find his ego-satisfactions along other lines, and thus be willing to join in athletic games and accept the fact that he does not

excel in them. There are, however, some sensitive personalities who truly dislike rough play. If the boy is genuinely of this type, he must be helped to find some other adjustment to his fellows.

A high school boy is disconcertingly fickle in his interests. Absorbed in the hobby of the moment he begs for elaborate accessories only to desert the project unfinished and start something else.

It is characteristic of adolescents to want to experience everything and to think they can do everything. They will, therefore, become interested almost wherever their attention happens to strike. It is right and necessary that they should try out many possibilities in a world "so full of a number of things." But parents can be helpful, too, in saving them many needless false beginnings. Where we know fairly definitely, from our child's innate limitations, that a particular undertaking will bring him no satisfaction, we can very often divert his effort and expenditure into something he can find more fruitful. It might be well to let him spend his own money for some of the wanted (possibly wasted) accessories, and to weigh carefully the validity of the interest before we contribute any expensive materials.

STUDY MATERIAL : PLAY AND PLAY MATERIALS

TOPICAL OUTLINE

1. DEFINITION OF PLAY

Random activity of the small child
child's rehearsal of life situations
self-initiated and self-directed activity

2. VALUE OF PLAY

First contact with world of things
play as indication of mental growth
play as development of interests

3. PLAY AND WORK

Not sharply differentiated for small child
Difference of attitude, of purpose

4. PROVISIONS FOR PLAY

Careful grading in relation to child's needs at every stage

5. PROVISION FOR SOCIAL PLAY IN GROUPS

Opportunity for solitary play as well
Responsibility of school
Community organization of recreation

PROBLEMS FOR DISCUSSION

1. Is it either helpful or necessary to differentiate between play and work in the preschool period?
2. The statement is often made that since two- and three-year-old children rarely play together, they do not need group play. Discuss this.
3. Is it sufficient to provide play space and equipment for preschool children or is supervision also necessary? If so, what kind, how much and to what end?
4. In free groups children at about 8 to 10 or 12 pre-

fer to play with the same sex. Should an attempt be made to bring boys and girls together? Discuss this.

5. What makes a certain toy "educative?"

REFERENCE READING

- Play in Education
By Joseph Lee. The Macmillan Co. 500 pp. 1923, new ed.
- Child Psychology
By John J. B. Morgan. Richard R. Smith & Co. 474 pp. 1931
- The Creative Home
By Ivah Everett Deering. Richard R. Smith & Co. 180 pp. 1930
- Permanent Play Materials for Young Children
By Charlotte G. Garrison. Charles Scribner's Sons. 122 pp. 1926
- Our Children: A Handbook for Parents
Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg. The Viking Press. 384 pp. 1932
- The Child and Play
By James E. Rogers. The Century Co. 205 pp. 1932
- Creative Expression
Ed. by Gertrude Hartman and Ann Shumaker. The John Day Co. 350 pp. 1932
- The Book of Hobbies
By Charles William Taussig and Theodore A. Meyer. Minton Balch & Co. 318 pp. 1924
- Children in the Nursery School
By Harriet M. Johnson. The John Day Co. 325 pp. 1928
- Pamphlets
Best Toys for Children and Their Selection
By Minetta Sammis Leonard, 2230 Van Hise Avenue, Madison, Wis.
Music and the Child
Ed. by Doris S. Champlin, Child Study Association of America, 1930
Play and Playthings
By Anna W. M. Wolf and Edith London Boehm, Child Study Association of America, 1930

A Selection of the Year's Best Books for Children

This list has been selected by the Children's Book Committee of the Child Study Association. The age grouping is in no sense intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. The selections have been planned to meet a varied range of reading interest beyond that of pure literary merit.

MRS. HUGH GRANT STRAUS, Chairman

For the Youngest

Ages Two, Three and Four

- *Baby's First Book (32 pages).....\$.10
The Saalfield Publishing Co.
Large, clear photographs of things in the baby's familiar world. (On sale at the five and ten cent stores.)
- *Sally and Her Friends (130 pages).....\$2.50
By Lena Towsley Farrar & Rinehart
A book of charming photographs and a bit of a story in which Peggy and Peter have more pleasant adventures, this time with their pet dogs and kittens.
- The Little Family (48 pages).....\$.50
By Lois Lenski Doubleday, Doran & Co.
A tiny book of intimate family doings, with simple illustrations by the author.
- This Little Pig (28 pages).....\$1.00
By Helen and Alf Evers Farrar & Rinehart
Nonsensical picture story of a little pink pig who finally succeeds in having his curly tail straightened.
- The Story of a Little Yellow Dog and a Little White Bear (64 pages).....\$1.00
By Dorothy Sherrill Farrar & Rinehart
The white teddy bear has further child-like adventures, this time at the seaside.
- Angus Lost (31 pages).....\$1.00
By Marjorie Flack Doubleday, Doran & Co.
More adventures of this lovable Scottie, told in simple text and pictures by the author.
- *Wanda Gág's Story Book (112 pages).....\$2.50
By Wanda Gág Coward-McCann
A welcome volume, gathering together three recent classics of the nursery: "Millions of Cats," "The Funny Thing" and "Snippy and Snappy"—picture stories by a gifted artist-author.
- Nicodemus and His Little Sister (48 pages).....\$1.00
By Inez Hogan E. P. Dutton & Co.
Telling in humorous text and picture how a little colored boy did *not* take care of his baby sister.
- The Little Red Chair (46 pages).....\$1.75
By Marian Walker The Macmillan Co.
Short narratives, accompanied by simple, brightly colored pictures, pleasantly reflecting the everyday experiences of four-year-old girls and boys.
- On Our Farm (32 pages).....\$.10
Prepared by John Y. Beatty The Saalfield Publishing Co.
A picture book of farm life, with fine photographs and suitable text. (On sale at the five and ten cent stores.)
- *Johnny Goes to the Fair (36 pages).....\$2.00
By Lois Lenski Minton, Balch & Co.
The amusing adventures of Johnny and his pig at the county fair. Humorously illustrated in color by the artist-author.
- Ages Five, Six and Seven*
- *Hat-House (32 pages).....\$1.50
By Elsa Beskow Harper & Bros.
Quaint pictures and a gay story in verse, with a happy trick of leaving the last word of each couplet for the young listener to supply. Illustrated by the author.
- Snipp, Snapp, Snurr and the Red Shoes (25 pages).....\$1.00
By Maj Lindman Albert Whitman & Co.
Welcome adaptation of a favorite Swedish picture story about three cheery little boys.
- The Little Boy with the Big Apples (20 pages).....\$1.75
By Elsa Moeschlin Coward-McCann
Another lively story from Sweden with effective, gaily colored illustrations by the author; for the six-year-old.
- Ola (51 pages).....\$2.00
By Ingri and Edgar Parin d'Aulaire Doubleday, Doran & Co.
Fantastic dream adventures of a little Norwegian boy make the theme of a striking modern picture book.
- *Auntie (62 pages).....\$2.00
By Maud and Miska Petersham Doubleday, Doran & Co.
A most decorative picture-story book concerning the happy doings of two generations of children with a beloved and ageless auntie. The pictures are quaintly humorous.
- Arabella and Her Aunts (115 pages).....\$1.00
By Lois Lenski Frederick A. Stokes Co.
A small, entertaining nonsense book about four fond aunts who vie for the affection of their little niece.
- One Little Indian Boy (40 pages).....\$1.50
By Emma L. Brock Alfred A. Knopf
Presentday Indians of New Mexico, in a simple story, illustrated by the author. For the beginner in reading.
- *Around the World in a Mailbag (26 pages).....\$1.75
By William Siegel Robert M. McBride & Co.
How Billy and Betty's letter to their father follows him around the world by air, land and sea. An effective story with explanatory illustrations by the author.
- The Pet Elephant (80 pages).....\$1.25
By James Hull The Macmillan Co.
The story of two children who purchase a real live elephant for \$3.77, and how their unusual pet finally wins the affection of the astonished family.

* Of outstanding interest and quality.

*The Christopher Robin Verses (210 pages).....\$3.00
By A. A. Milne E. P. Dutton & Co.
The beloved verses of "When We Were Very Young" and "Now We Are Six," with their original drawings by E. H. Shepard, are here brought together in one convenient volume.

A Child's Garden of Verses (60 pages).....\$.60
By Robert Louis Stevenson Whitman Publishing Co.
Large pages, large print and fine colorful pictures by Juanita C. Bennett characterize this welcome new edition for the beginner in reading.

For the Elementary Years

Ages Seven, Eight and Nine

*The Christmas Tree in the Woods (35 pages).....\$1.50
By Susan Smith Minton, Balch & Co.
A story, exquisite in text and picture, telling how one Christmas was celebrated on a farm in Maine. Appealing to younger as well as older children.

*The Bird Began to Sing (64 pages).....\$1.75
By Rachel Field William Morrow & Co.
Christmas time, in a quiet back street of New York, as seen through the eyes of an earnest little girl whose "best friend" is a kindly German clockmaker. Charmingly illustrated by Ilse Bischoff.

Peacock Eggs (111 pages).....\$2.00
By Margaret and Mary Baker Duffield & Green
Through the mad adventures of a goose, who wants to hatch peacock eggs, happiness comes to the village of Bigwiggle. Inimitable silhouettes by the authors.

Ameliaranne and the Big Treasure (60 pages).....\$1.50
By Natalie Joan David McKay Co.
Another happy adventure of this small heroine who again saves the day for the Stiggins family.

Red People of the Wooded Country (191 pages)....\$.92
By Theresa and Edwin Deming Laidlaw Bros.
An excellent story of Indians and their folklore. The simple style for the second grade reader makes the story particularly welcome.

Relief's Rocker (62 pages).....\$1.75
By Alice Dalgliesh The Macmillan Co.
Cheerful story of a rocker, a little girl with the quaint name "Relief," a younger brother, busy parents, and a helpful grandmother as of old. Charmingly illustrated.

*Little House in the Big Woods (176 pages).....\$2.00
By Laura Ingalls Wilder Harper & Bros.
The author tells a refreshingly alive story of her own childhood on the edge of the Wisconsin wilderness. The sturdy cheer of pioneer days, and the homely details of family life will delight the child of today.

The Treasure in the Little Trunk (198 pages).....\$1.75
By Helen Fuller Orton Frederick A. Stokes Co.
The simple, pleasant story of a family traveling westward over the Mohawk trail, and of their founding of a new home, a hundred years ago.

The Four Young Kendalls (168 pages).....\$1.75
By Eliza Orne White Houghton Mifflin Co.
Lively children in a realistic little story, in which many a young reader will see himself in a familiar setting at work and at play.

Pyxie (164 pages).....\$2.00
By Ethel Calvert Phillips Houghton Mifflin Co.
How a foundling, deserted in the woods by the gypsies, finds a friendly home and enjoys school life.

*Jerry and the Pusa (197 pages).....\$2.00
By Eleanor Frances Lattimore Harcourt, Brace & Co.
A little American boy in China finds an old idol and has many a strange adventure. Story and illustrations have the same warm reality as the artist-author's captivating "Little Pear."

The Pink Porcelain Pipe (124 pages).....\$1.50
By Pauline Scott Dorrance & Co.

An adventurous tinker, a magic pipe, a wishing well and a fairy princess make a fantastic and enticing tale.

Flyaway Flippety (104 pages).....\$2.50

By Eleanor Hubbard Wilson Harper & Bros.
The adventures of a stork in flight from Holland across Europe to Egypt vividly picture the various countries. Unusual illustrations by the author.

The Mutt Book (161 pages).....\$2.50

By Jan Gay Harper & Bros.
Five strangely assorted dogs are eventually drawn together in the Mutt Show at Madison Square Garden. Original and humorous stories, with effective drawings by Zhenya Gay.

Wandy, the Wild Pony (179 pages).....\$2.00

By Allen Chaffee Harrison Smith & Robert Haas
A book for young horse lovers, recounting the adventures of a moorland pony, his breaking, his escape and his rescue in a blizzard.

The Goldfish Under the Ice (69 pages).....\$1.00

By Christopher Morley Doubleday, Doran & Co.
A fish, a dog and a family of children, in a brief and lively tale, by a well known author; illustrated by Kurt Wiese.

Freddy the Detective (264 pages).....\$2.00

By Walter R. Brooks Alfred A. Knopf
The beloved farmyard animals of "To and Again" have further adventures in a highly ridiculous semblance to their human neighbors.

More About Max (149 pages).....\$2.00

By Mabelle Halleck St. Clair Harcourt, Brace & Co.
A black bear, who had been a household pet in his babyhood, is set free in Yellowstone Park, and learns to make wilderness friends and take care of himself.

Clear Track Ahead (84 pages).....\$2.00

By Henry B. Lent The Macmillan Co.
A simple, clear exposition of the mechanics and personnel of railroading; of signal lights, of round houses, wrecks and other dramatic details dear to the small boy. Graphically illustrated.

*The Red Caboose (128 pages).....\$1.75

By Marie Ahnighito Peary William Morrow & Co.
A little railroad caboose actually goes voyaging to arctic regions on Peary's ship and helps to bring home a meteorite to the Natural History Museum. Much authentic information in an entertaining story.

Christopher Columbus (128 pages).....\$2.00

By Edna Potter Oxford University Press
The life and discoveries of Columbus clearly and sympathetically presented in a simple tale for children.

Tirra Lirra (194 pages).....\$2.50

By Laura E. Richards Little, Brown & Co.
Rollicking nonsense rhymes to be read aloud, a few at a time.

For the Intermediate Years

Ages Ten, Eleven and Twelve

Peik (268 pages).....\$2.00

By Barbara Ring Little, Brown & Co.
A warmly human and humorous story of Peik, a small Norwegian boy, who goes to live with an old bachelor great-uncle in Christiania.

Sperli The Clockmaker (117 pages).....\$2.00

By Daisy Neumann The Macmillan Co.
Children and grown-ups of the Black Forest pleasantly pictured in a happy story. Well illustrated by E. T. Thompson.

- Yann and His Island (141 pages).....\$1.75**
By Esther Brann The Macmillan Co.
Varied and interesting adventures of a little French boy told against the quaint background of a fishing village off Brittany.
- Rudi of the Toll Gate (184 pages).....\$1.75**
By Helen Hill and Violet Maxwell The Macmillan Co.
A delightfully intimate story of the gatekeeper's small son and his life today in the romantic old towns of Rothenburg and Nürnberg. Illustrated by the authors.
- Masha, a Little Russian Girl (285 pages).....\$2.00**
By Sonia Mazer Doubleday, Doran & Co.
A most readable story of a little Russian girl in a peasant village, just before the changes of the revolution; her daily life, and the joys of her first schooling.
- Far-Away Desert (261 pages).....\$2.00**
By Grace Moon Doubleday, Doran & Co.
The happy adventures of a little Indian girl and a white boy, appealing to the young reader.
- *Uncle Bill (242 pages).....\$2.00**
By Will James Charles Scribner's Sons
A city-bred sister and brother spend a lively summer holiday on a ranch under the tutelage of Uncle Bill, the lovable old cowboy. Dramatic sketches by the author.
- *Older Mouse (102 pages).....\$3.00**
By Golden Gorse Charles Scribner's Sons
An English horse story, full of local color and incident. A sequel to the much loved "Moorland Mouse" which will appeal to older children as well. Exquisitely illustrated by Lionel Edwards.
- Herdboy of Hungary (166 pages).....\$2.50**
By Alexander Finta in collaboration with Jeanette Eaton Harper & Bros.
The amazing escapades of small Sandor and his beloved horse, the large, gaunt Mocskos, on the chill and unfriendly plains of Hungary. An unusual book with fantastic and humorous illustrations by the author, a noted European sculptor.
- The Eagle's Gift (235 pages).....\$2.50**
By Knud Rasmussen Doubleday, Doran & Co.
Eskimo folk tales, faithfully transcribed, retaining the artlessness and vigor of a primitive people, appealing to the more mature reader interested in folklore. Strikingly illustrated by Ernst Hansen.
- *Cricket and the Emperor's Son (112 pages).....\$2.00**
By Elizabeth Coatsworth The Macmillan Co.
Poetic stories of the Far East, with all the flavor of old Japan. A poor boy, a dying prince and a magic scrap of paper are the setting for seven original tales of enchantment told in exquisite language. Illustrations by Weda Yap.
- *The Donkey of God (300 pages).....\$2.50**
By Louis Untermeyer Harcourt, Brace & Co.
The magic of Italy through a poet's eyes! Facts mixed with fancy, historic legend, mystery and colorful adventure are combined into rare tales of men and places. Effective illustrations by James MacDonald. For readers young and old.
- Nicholas and the Golden Goose (259 pages).....\$2.00**
By Anne Carroll Moore G. P. Putnam's Sons
Glimpses of places and friendly people, through the eyes of a fanciful boy. His travels, real and imaginary, take him to France and England and home again to America.
- The Christmas Nightingale (73 pages).....\$1.00**
By Eric P. Kelly The Macmillan Co.
Three beautiful and poignant Christmas stories from Poland, told by a gifted author.
- The King of the Golden River (48 pages).....\$1.50**
By John Ruskin J. B. Lippincott Co.
A fairy tale classic enhanced by the delicately fantastic illustrations of Arthur Rackham.
- *No Surrender (193 pages).....\$2.50**
By Emma Gelders Sterne Duffield & Green
A stirring and sincere story of the South, and of the struggles of a family to keep their farm and home intact during the Civil War. Told with fine humor and humanness. Well illustrated by Dorothy Owen.
- Two Little Confederates (190 pages).....\$2.50**
By Thomas Nelson Page Charles Scribner's Sons
Reprint of a famous story of the Civil War in Virginia, a dramatic tale of action and pathos and simple loyalties. Spirited illustrations by John W. Thomson, Jr.
- Two Children of Tyre (233 pages).....\$2.00**
By Louise Andrews Kent Houghton Mifflin Co.
Colorful incident, vividly depicting the life, customs and crafts of the Tyrians, three thousand years ago; for young readers.
- Bran, the Bronze-Smith (285 pages).....\$2.00**
By J. Reason E. P. Dutton & Co.
A tale of youth in prehistoric England. A well told story of adventure in an interesting setting, for the older boy.
- The Lance of Kanana (166 pages).....\$2.50**
By Harry W. French Lothrop, Lee & Shepard Co.
Kanana, a Bedouin youth, detests warfare and is therefore branded a coward. How he proves himself a hero and saves Arabia is the theme of this enthralling adventure story. A welcome reprint.
- Charlemagne and His Knights (302 pages).....\$2.50**
By Katharine Pyle J. B. Lippincott Co.
Legends and romance from the age of chivalry, carefully collected by a gifted author and illustrator.
- Jim Davis (243 pages).....\$1.50**
By John Masefield Thomas Nelson & Sons
A fine reprint of this stirring tale of adventures among English smugglers a century ago; by a distinguished author.
- The Magic Walking Stick (176 pages).....\$2.00**
By John Buchan Houghton Mifflin Co.
Bill has but to twirl his stick and he is whisked off to swift adventures in strange and far-off places. The heart's desire of a small boy.
- Swallowdale (393 pages).....\$2.00**
By Arthur Ransome J. B. Lippincott Co.
Four enterprising English children have divers and fascinating experiences in their sailboat on an inland lake.
- Debby Barnes, Trader (244 pages).....\$2.00**
By Constance Lindsay Skinner The Macmillan Co.
How a spirited girl faced the desperate struggle of frontier life in the days of Washington and won her way to happiness in the wilderness.
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By Erick Berry Harcourt, Brace & Co.
An understanding story of a black girl in Africa, her capture in a slave raid, and her brave struggles to return to her own people.
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By Julia Davis Adams E. P. Dutton & Co.
A Civil War romance with an accurate historical background of the Confederacy.
- *Heroes and Hazards (184 pages).....\$2.00**
By Margaret Norris The Macmillan Co.
Courage and endurance in the dangerous jobs of modern building and engineering, in dramatic interviews with the men who do them. Splendid photographs picture the true heroes of a machine age.

- Old New York for Young New Yorkers
(311 pages)\$3.25
By Caroline D. Emerson E. P. Dutton & Co.
A history of New York City, told through a series of dramatic incidents, well selected to appeal to the young reader; successfully illustrated by Alida Conover.
- *These United States and How They Came to Be
(335 pages)\$5.00
By Gertrude Hartman The Macmillan Co.
The physical and social growth of the United States based on the broad background of our European heritage is interestingly unfolded for the child in beautiful descriptive prose.
- *The Ring of the Nibelung (218 pages)\$2.50
By Gertrude Henderson Alfred A. Knopf
The famous and stirring legends of the Nibelung, following the Wagnerian version, told in fine lyric prose.

For the High School Age *Thirteen and Over*

- *Hepatica Hawks (239 pages)\$1.75
By Rachel Field The Macmillan Co.
A poignant and appealing story in which the oversized daughter of a circus giant eventually finds happiness and success through her fine voice. By a much loved writer.
- Rika (299 pages)\$2.00
By Adèle de Lecuw The Macmillan Co.
Lucky Rika accompanies her uncle to Java—a swift moving and vivid story of a girl's experiences on an unusual journey.
- The Young Revolutionist (182 pages)\$1.50
By Pearl S. Buck Friendship Press
The John Day Co.—distributors
A story by the author of "The Good Earth" giving a graphic picture of Chinese youth of today torn between the old and the new in religion, customs and patriotism.
- *Young Fu of the Upper Yangtze (265 pages)\$2.50
By Elizabeth Foreman Lewis John C. Winston Co.
An extraordinarily fine book. Young Fu, a country boy, apprenticed to the master coppersmith, meets with many realistic adventures. A vivid picture of modern China.
- Comrade One-Crutch (286 pages)\$2.00
By Ruth Epperson Kennell Harper & Bros.
Engrossing adventure on the Siberian steppes; the exciting experiences of a boy in the Kuzbas mining colony under the Soviet.
- On the Reindeer Trail (243 pages)\$2.00
By Thames Williamson Houghton Mifflin Co.
A winter of extraordinary adventure experienced by two boys in charge of a reindeer herd in Alaska.
- The Pack Train Steamboat (239 pages)\$2.00
By Margaret Loring Thomas Bobbs-Merrill Co.
The actual and heroic story of the ship "Yavari" built in England, knocked down, transported, re-assembled and launched on a lake high in the Andes, used as a background for the adventures of a Peruvian boy.
- The Parrot Dealer (239 pages)\$2.50
By Kurt Wiese Coward-McCann
Carlos, a Greek runaway boy becomes the adopted son of a dealer in birds and animals in Bahia, and learns to face danger in adventures with wild beasts and wild men in pursuit of his calling.
- *Swift Rivers (234 pages)\$2.00
By Cornelia Meigs Little, Brown & Co.
Logging and rafting on the Mississippi. The sweep of great waters and the thrill of a hazardous calling in the early days of Minnesota.

- Katrinka Grows Up (310 pages)\$2.00
By Helen Eggleston Haskell E. P. Dutton & Co.
Through the eyes of a young dancer in the Czar's Ballet, we have glimpses of Imperialistic Russia, the Revolution, and people and events of historic importance. An exceptional story with a happy ending. Illustrated by Ilse Bischoff.
- Suzanne of Belgium (290 pages)\$2.50
By Suzanne Silvercruys Farnam E. P. Dutton & Co.
This autobiography of Mrs. Farnam, the well known sculptor, has delightful contrasts of a girlhood spent in England, in the court circles of Belgium and in America.
- *Ramona (447 pages)\$3.50
By Helen Hunt Jackson Little, Brown & Co.
Fine edition of an American classic. The romance of a beautiful half-breed girl and Alessandro, the proud Indian, in a sympathetic and tender novel rich in the local color of early California.
- The Fun of It (218 pages)\$2.50
By Amelia Earhart Brewer, Warren & Putnam
A straightforward and readable account of this distinguished flyer's experiences with planes and giros, her "solo" flight across the Atlantic, and of other women's achievements in aviation.
- Outline of World History for Boys and Girls
(445 pages)\$3.00
By H. C. Knapp-Fisher E. P. Dutton & Co.
An engrossing story of man, his struggles and achievements through the ages, told with a splendid sense of values and emphasizing a definite note of inspiration.
- *We, the People (375 pages)\$3.50
By Leo Huberman Harper & Bros.
Instead of the usual narration of events, we have here an American history which is a stirring exposition of our social and economic development; superbly illustrated by Thomas H. Benton.
- *Van Loon's Geography (525 pages)\$3.75
By Hendrik Willem Van Loon Simon & Schuster
A unique world geography, combining historical perspective with natural science; told with a fine sense of the rhythm and magnitude of the cosmos. The author's inimitable sketches present familiar facts with a fresh eye. Appealing to young and old.
- Younger Poets (436 pages)\$2.50
Edited by Nellie B. Sargent D. Appleton & Co.
A carefully selected anthology of refreshing poetry written by high school students, many of them vividly expressing genuine experiences.
- For Mature Readers in This Group*
- Sunny Hill (153 pages)\$1.75
By Bjornstjerne Bjornson The Macmillan Co.
New edition of this beautiful idyll of Norwegian peasant life written with charm and rare understanding.
- The Railroad to Freedom (364 pages)\$2.50
By Hildegrade Hoyt Swift Harcourt, Brace & Co.
The life story of Harriet Tubman, negro slave, underground railroad worker and Civil War nurse, who led her people out of bondage.
- Under Twenty (346 pages)\$2.50
Edited by May Lamberton Becker Harcourt, Brace & Co.
An unusually fine collection of stories about older girls, written by well known authors. Selected for their sincerity and literary merit.
- *Mutiny on the Bounty (396 pages)\$2.50
By Charles Nordhoff and James Norman Hall Little, Brown & Co.
An engrossing tale of adventure on the high seas, based on a famous incident of the British Navy in the last years of the eighteenth century.

(Continued on page 94)

In the Magazines

Games for the Christmas Season. *Recreation, November 1932.*

Suggestions for games and activities for seasonal parties suitable for children and older players; prepared by the Department of Public Playgrounds and Recreation of Reading, Pennsylvania.

Gifts That Children Can Make. By Helen Perry Curtis. *The Parents' Magazine, November 1932.*

Holiday suggestions, with the emphasis on the child's activity and participation in the doing. Many practical ideas are offered.

Making City Streets Safe for Play. *Hygeia, November 1932.*

A concise program for organized play in communities where there is little available play space, as exemplified by the city of Cincinnati.

Playthings for All Ages. By Eleanor Moore. *The Parents' Magazine, November 1932.*

An interesting survey on playthings, giving a clear idea of the play interests of "all ages," and the social relationship between younger and older.

A Year-Round Hobby. By Mabel Osler Priest. *Child Welfare, November 1932.*

Photography as a year-round hobby is interestingly presented. Varied suggestions are offered to both beginners in the art, and the more proficient.

Do "Activity Schools" Neglect Fundamentals? By Harry S. Ganders. *School Executives Magazine, November 1932.*

Compares the activity school with the old type of school. The author extols individualism of the new school as against standardization of the old. He maintains that the school must teach technique for gaining facts as well as facts themselves. Above all, the school must conserve natural characteristics of curiosity and sensitivity in children.

Success Through Play. By Mary M. MacTaggart. *The New Era, November 1932.*

"The solution of a problem is followed by an emotional effect." The writer bases her article on this theme and applies the idea to the infant, as well as to the older child. To be interesting, play should be difficult without being discouraging.

For Your Christmas List . . .

two suggestions of unusual gifts which will continue throughout the year to be welcome reminders of your thoughtfulness. . .

OUR CHILDREN, A Handbook for Parents
CHILD STUDY, A Journal of Parent Education

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If you are already a subscriber, your subscription may be extended, or *Child Study* may be sent to a friend.

☐ Send C. O. D. ☐ Cheque or M. O. enclosed.

Name

Address

The interesting fact about this book is its general point of view. It not only provides the parent for whom it is written with adequate information about the problems of bringing up children, but each writer sees the child's problem in the light of the larger problems of human living. This book is inter-

esting from beginning to end, and the reader is impressed by the candor, the sanity and helpfulness of the authors. He discovers that what he is reading has quite as much to do with his own inner life as with the problems of his children.

From a review by Everett Dean Martin, in the *New York Herald Tribune BOOKS*

OUR CHILDREN

A HANDBOOK FOR PARENTS

Edited by DOROTHY CANFIELD FISHER and SIDONIE MATSNER GRUENBERG. Sponsored by The Child Study Association. Published by The Viking Press.

**JUST PUBLISHED. SEND YOUR
CHRISTMAS ORDER NOW**

News and Notes

THE conception of parent education, not only as a profession, but also as a growing influence in the complex social life of today, was reflected throughout the meetings of the Third Biennial Conference of the National Council of Parent Education, which was held in French Lick, Indiana, over the week-end of November 12. Taking as its central topic "Family Relationships and Education for Family Life and Parenthood," the conference was divided between large lecture and forum meetings on the one hand, and small discussion groups on the other. The purpose of these discussion groups was to give opportunity to those working in special fields to meet together to consider their mutual problems. A group for editors and writers was of special interest as the first organized discussion of the place of periodical publications in parent education.

Addresses at the general meetings included: Patterns of Family Control in Historic Cultures, by A. Eustace Haydon; The Impact of Current Economic Changes upon Family Relationships, by Paul H. Douglas; The Psychiatric Approach to Family Relationships and Parent Education, by W. T. B. Mitchell; Some Newer Concepts in Social Case Work, by Grace Marcus; Ideal Goals for Family Life Today, by Henry Neumann, and The Pedagogy of Family Relationships, by Eduard C. Lindeman. Of these, perhaps the most challenging was that of Professor Douglas, who upon the basis of statistics of family living today built up a vivid picture of the personal difficulties and opportunities confronting every family.

Go to School
with Your
Child

"Modern education is a cooperative enterprise between school and home," according to District Superintendent of Schools, Frederic Ernst, in welcoming parents of Greater New York to Open School Week which was held November 7 to 11, under the auspices of the United Parents' Associations. Dr. Ernst continued, "It requires the best efforts of all concerned. It really cannot be carried on successfully unless the parent knows the school, the teacher and the purpose of the school activities. It is because the modern educator believes this that he depends on the activities of Open School Week to

introduce the parents to the school in the hope that having come once, they will come again, whenever they think their child's best interest requires it."

The same spirit is at work in schools of every kind. At almost the same time—on November 8—the Ethical Culture Schools of New York City held a Fathers' Day and introduced their guests to all the everyday activities carried on in their several buildings. Their slogan, "Go to School with Your Child," seems likely to be adopted more and more as a regular thing rather than as a special event for a certain day or a certain week.

Children's
Books and
International
Goodwill

As a means of fostering international goodwill, the International Bureau of Education has just published a catalogue of children's books representing thirty-seven nations. The age range is from 3 to 16 years. Brief descriptions in both French and English, and a selected list of book lists and of books and articles about children's reading add much to its interest. An interesting report is included presenting brief summaries of the status of children's literature in the thirty-seven countries.

The gathering of all this detailed information was made possible only through the cooperation of ministers of public instruction, educational organizations, librarians and committees for the study of children's literature. Their countries are also represented in a permanent exhibit of 3,500 books for children at the International Bureau of Education in Geneva, from which the report may be secured. Since both report and exhibit have resulted from the cooperation and goodwill of men and women in many lands, they will form a sound nucleus for the establishment of a world-wide library for youth which may do much to further an international point of view among young people.

Parent Education
in Two
Contrasting
Communities

In every part of the country and in both city and rural settings, child study activities are playing a larger and larger part in parents' lives. Two programs typical of widely different communities are those of the Baltimore District of the Child Study Association, and of the Oklahoma State Board of Education which

STRUCTO - CRAFT BLOCKS

make ideal Christmas gifts.

Architecturally designed to give the child full scope in building—they are made of soft light "bass wood" with smooth bevelled edges.



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Especially appropriate for home play because of their space saving containers. Smaller sets come with stout brown bags—larger sets have neat wooden "book cases" for storing the blocks.

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KATHERINE BELL—*Eastern Representative*
545 Fifth Ave., N. Y. C.

is developing a program in twenty-seven counties.

Classes for expectant mothers at the maternity clinics of the University and Sinai Hospitals in Baltimore have been so successful that they are to be repeated continuously throughout the year. These are a real cooperative project, conducted by the Baltimore District of the Child Study Association with the aid of physicians on the staff of the Pediatrics Department of the Hospital and of public health nurses. Each course runs for six successive weeks and covers fundamentals of physical and mental development. A new series of five lectures without extra charge is being offered to members of the Baltimore District under the title of "Psychological Factors Which Influence Personality." The lecturer is Dr. Leslie B. Hohman, Associate in Psychiatry at the Phipps Psychiatric Clinic of the Johns Hopkins Hospital.

The Oklahoma county program includes a central group for leaders and local study groups of which there are 133, with a membership of over 4,000. Many of these groups are held in the evening and are attended by fathers as well as mothers. The Vocational Division of the State Department of Education, the state colleges, the American Association of University Women, local schools and Parent-Teacher Associations and various clubs cooperate in sponsoring and in providing leadership for these groups.

Tuesday, December 6th,
at 3 P. M.

CHILDREN'S BOOK CONFERENCE and EXHIBIT

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FREDERIC G. MELCHER

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CHILD STUDY ASSOCIATION
221 West 57 Street, New York City

"Children Are Like That"

JOSETTE FRANK

(Continued from page 81)

As one five-year-old naively expressed it, "Isn't it too bad that all the things I like aren't good for me!"

This is not to say that children do not also enjoy many of the play activities that are approved. But at each of the various age periods certain expressions find their way to the surface and are duly frowned upon. These range all the way from dawdling at six to dabbling at sixteen. Just what may be the significance of many of these expressions we do not always know. We do know, however, that they are almost universal. Is not this some indication that they have their roots in very real needs of childhood?

It might be argued that, left to their own choices, children might elect a diet of ice cream and cake; but that we, knowing better, insist that they should have cereal and vegetables too. Nor do we leave it to them to decide whether they will learn arithmetic. We make it our business to see that they do. But play—that is, according to our pleasant notion of it—is not, or should not be, quite like arithmetic or carrots. It is a thing of the spirit, and its end is the satisfaction of some heart's desire. Does it matter if we do not know what that desire may be?

Where Wishes Come True

WHETHER this be thinking or dreaming, a yearning to be apart from the crowd for awhile or an ardent wish to be "one of the fellows," whether it be an aggressive expression of developing ego or a retreat from action to rumination and relaxation—it is the child's own, it is *his* play. We will do well, perhaps, to revise our definitions of play to include a kind of activity—or absence thereof—which is personal and private, and which carries with it some inner satisfaction defying adult sanctions.

Nor is this plea for self-determination in play intended to deprecate the organization and supervision of play groups. Certainly the organized group successfully meets many of the child's valid play needs and interests. But in our zeal to take care of these obvious interests, in our eagerness to capitalize each in the name of "education," we must be wary lest we submerge other claims less apparent but no less real. And if we do not always know how to interpret or evaluate these, we can at least accept them as having a valid place in the child's scheme of things. We can give them houseroom.

In our organization of the child's play we can see to it that he has at least a modicum of that vital play accessory known as "free time"—to "waste" if he so wishes, to play alone or with companions of his own selecting, to choose his play wherever and however he may find it.

MRS. GRUENBERG

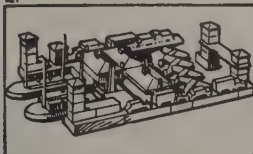
Says:—

"The selection of suitable toys becomes a more serious problem than is commonly realized, when once we recognize the great influence of play upon the child. In selecting toys we must consider not what would amuse or entertain us, but solely the child's need; and this need will differ at various stages in his development. The thing to keep in mind is that a toy is neither an artistic model, an esthetic ornament, nor a mechanical spectacle, but should be a stimulus to call forth self-activity, invention, ingenuity, imagination, and skill."

—from "Your Child Today and Tomorrow"
by Sidonie Matner Gruenberg

Holgate Toys are distinguished by many factors which make them outstanding for play and educational purposes. They have been developed by leading child authorities. Many of them were designed by Jarvis Rockwell, brother of the famous artist. They are made of the finest kiln-dried hard woods. They combine artistic design, bright true colors and sound construction. The colors are sprayed-on lacquer. And they are produced by a company that has worked in wood for over 143 years. There are more than 50 Holgate Toys, for children between 18 months and 10 years—for nursery, kindergarten and higher grades. Two are shown below.

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A Selection of the Year's Best Books for Children

(Continued from page 89)

- *Exploring with Beebe (208 pages).....\$2.50
By William Beebe G. P. Putnam's Sons
Scientific adventures described with zest and rare beauty.
Selected for the young reader from the writings of one
of today's leading naturalists.

- Here Comes Barnum (368 pages).....\$2.50
Introduced by Helen Ferris Harcourt, Brace & Co.
Barnum's eventful life, in and out of the circus, as re-
vealed in selections from his writings.

- The Rise of Rome (218 pages).....\$3.50
By Gordon King Doubleday, Doran & Co.
Glimpses of incidents and personages of the Roman
Empire presented with the living quality of actual records.

For Special Interests

- Welcome Christmas (268 pages).....\$2.00
By Eleanor Graham E. P. Dutton & Co.
A compilation of stories, folklore, carols, riddles and
games centering about the Christmas legend and Christ-
mas festivities.

- The Ragamuffin Marionettes (145 pages).....\$1.75
By Frances Lester Warner Houghton Mifflin Co.
Simply written instructions for making marionettes from
home material, together with three gay little plays for
puppets. Most alluring suggestions for children over
ten or parents of younger ones.

- *Ring Up the Curtain (398 pages).....\$3.00
Edited by Montrose T. Moses Little, Brown & Co.
A well edited collection of varied plays to be acted
by children; with helpful suggestions for costumes, sets
and music. Wide age range from ten up.

- Polliwiggle's Progress (122 pages).....\$2.00
By Wilfrid S. Bronson The Macmillan Co.
The life story of a lively frog, his breath-taking escapes
from his natural enemies in the pond, and sundry ad-
ventures with humans. Abundant nature information.
Seven to nine.

- *How to See Birds (128 pages).....\$1.50
*How to See Plants (122 pages).....\$1.50
By Eric Fitch Daglish William Morrow & Co.
Delightful introductions to these subjects, in which func-
tions and characteristics are well described and en-
hanced by superb woodcuts. For all ages.

- And That's Why (104 pages).....\$1.25
By W. Maxwell Reid Harcourt, Brace & Co.
A welcome book with simple explanations of everyday
phenomena: air, clouds, dew, frost, rain, salt water,
sound, lightning and thunder. Eight to twelve.

- The Farmer Sows His Wheat (35 pages).....\$2.00
By Adele Gutman Nathan Minton, Balch & Co.
Interesting photographic review of wheat farming in
America, its implements and development down to the
present day. Eight and over.

- *Men at Work (43 pages).....\$1.75
By Lewis W. Hine The Macmillan Co.
A graphic and dramatic account, in striking photographs,
of men at work on machines in the modern world of
steel. The artist has successfully depicted the dignity
and courage of the skilled worker. Eight and over.

- *What Time Is It? (132 pages).....\$1.50
By M. Ilin J. B. Lippincott Co.
The author of "New Russia's Primer" relates the story of
man's attempt to measure time by means of sun, stars,
stones, lamps, etc., down to the making of modern clocks
and watches. Suitable for ten-year-olds and adults.

- *Black on White (135 pages).....\$1.50
By M. Ilin J. B. Lippincott Co.
The same author here tells in a lively way the story of
the communication of thought by picture, writing and
printing from the dawn of history to the present. Suit-
able for ten-year-olds and adults.

- Made in Russia (208 pages).....\$2.00
By William C. White Alfred A. Knopf
An excellent picture of Russia's culture as reflected in
her old crafts and customs and their contrasts in her
presentday life. High school age.

- *The Romance of the Merchant Ship (319 pages)....\$3.00
By Ellison Hawks Thomas Y. Crowell Co.
The romance and thrill of the sea in stories and facts
about ships and sea travel from the earliest days to the
present. An enjoyable and well organized volume. High
school age.

- *Behemoth—The Story of Power (354 pages).....\$3.50
By Eric Hodgins and F. Alexander Magoun
Doubleday, Doran & Co.
A comprehensive and often amusing review of the many
inventions and devices used in generating power—from
the windmill to the modern turbine. High school age.

- *Handicraft for Girls (270 pages).....\$3.00
By Edwin T. Hamilton Harcourt, Brace & Co.
An inclusive handbook containing complete and easy-
to-follow directions for making things both practical and
decorative, such as stencils, pottery, costumes, favors, art
jewelry and leathercraft. For older girls.

- Quicker Than the Eye (259 pages).....\$2.50
By John Mulholland Bobbs-Merrill Co.
Stories of magic and magicians, from the fabulous magi-
cians of the East to our own great magicians in
America today. For the older reader.

- How to Collect Stamps (147 pages).....\$.50
By Ralph A. Kimble Grosset & Dunlop
A clear, concise handbook, designed to help the be-
ginning collector of any age. Includes complete glos-
sary of philatelic terms, and sound advice for the aver-
age collector. No illustrations.

- The People of Ancient Israel (192 pages).....\$1.75
By Dorothy Mills Charles Scribner's Sons
Presents briefly a clear and vivid record of the Hebrew
people from their earliest times to the destruction of
Jerusalem. Ancient events with significant geographical,
historical and political interpretations. Ten and up.

- *A Wanderer in Woodcuts (252 pages).....\$3.00
By H. Grintenkamp Farrar & Rinehart
A traveller's impressions of Europe, beautifully depicted
in a series of fine woodcuts with gay, revealing bits of
text. An unusual combination of discernment, humor
and rare beauty. A collector's book.

- In My Zoo (204 pages).....\$2.50
By Paul Eipper The Viking Press
A series of intimate sketches of individual animals in
zoos, written with genuine understanding of animal per-
sonality.

This list, augmented to include books received too late for
this publication, as well as books for Nature Study and music,
will be available in pamphlet form, at ten cents a copy.

The books listed will be on exhibit at the Headquarters of
the Child Study Association beginning December 6.

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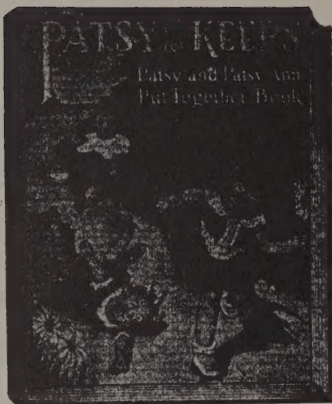
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DECEMBER 1932

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Page 95



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THE MACMILLAN COMPANY

The Editors' Page



TWO schools of thought are focusing attention on childhood—both in the name of the research which has been carried on so brilliantly in our lifetime. One has considered children en masse and has brought together an imposing body of information about children in the large terms of statistical research. The other has become peculiarly sensitive to the worth of the individual child and his right to make the best of his potentialities, whatever they may be. Each view alone gives a distorted image of the child. They must be focused together to give a clear-cut picture of children in a world where individuals will be increasingly important as participants in groups.

THE realization that all children are both individuals and members of society demands a new vision of education if they are to develop into wholesome, socially minded, vocationally competent, cultured individuals of genuine attractiveness and charm. While we as teachers, as specialists, even as parents are absorbed in advancing this technical knowledge, we shall be recreant to our duties if we lose sight of the larger social, economic and political factors that condition the lives of individual children.

SUCH standards as we have set up for childhood are fairly attainable today for millions of children who belong, roughly speaking, to the upper middle and the upper classes of American society. But there are other millions—children who live in slums in the cities, or in the country under conditions little better—millions who live in homes in which the family income even in times of prosperity is less than the minimum standards set up by the most competent authorities.

OUR problem is twofold. Those who have the interests of childhood at heart must concern themselves more directly with improving the economic conditions that surround the masses of children. Those who have the best interests of American life at heart cannot neglect the welfare of childhood.

Jesus H Newton.

CHILD STUDY

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THE "AVERAGE" CHILD

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